



AKELEY WOOD
SCHOOL

APPOINTMENT OF
PHASE LEADER
JUNIOR SCHOOL



Our School

Akeley Wood School is a dynamic and friendly place to work with numerous opportunities for professional development. We educate around 800 children from Nursery to Sixth Form across three beautiful campuses. We have a progressive approach to teaching and learning and look to recruit high calibre staff committed to achieving the highest standards and to actively take part in the school life. An energetic, flexible and empathic attitude is required to thrive at this forward thinking school with a strong belief that every child can acquire strategies to ensure they fulfil their true potential. Personal integrity, honesty, energy, stamina and enthusiasm are all essential attributes.

This role is for a Phase Leader, overseeing the pastoral support and educational outcomes across the allocated phase. You would be a key member of the Middle Management Team, reporting to the Assistant Head and with line management responsibility for the phase.

The Phase Leader will provide an excellent role model for pupils and staff, through classroom practice and professional behaviour that sets a high standard for others. This is an incredibly exciting time to join Akeley with the school moving forward at a rapid pace, to provide the very best student experience in the local area.

Part of a Global Family

What kind of education genuinely prepares young people for the future?

How can schools ensure their pupils are well- equipped to navigate unknown paths ahead?

Akeley Wood School is part of the Cognita Schools Group, an extraordinary network of diverse yet connected schools, spanning sixteen different countries. We share one common purpose: to deliver inspiring education that encourages all to thrive in an ever changing world.

Together, we provide a uniquely global education that goes beyond grades to develop the skills young people need in order to embrace the opportunities – and challenges – they will face beyond school. Qualities like agency, adaptability, positive attitude, a global mindset, cultural awareness and collaboration – these, alongside strong academics, are at the heart of a Cognita education.

As a global family, we connect with each other to share expertise, insights and best practice across the world to help us develop rich learning environments in every school.

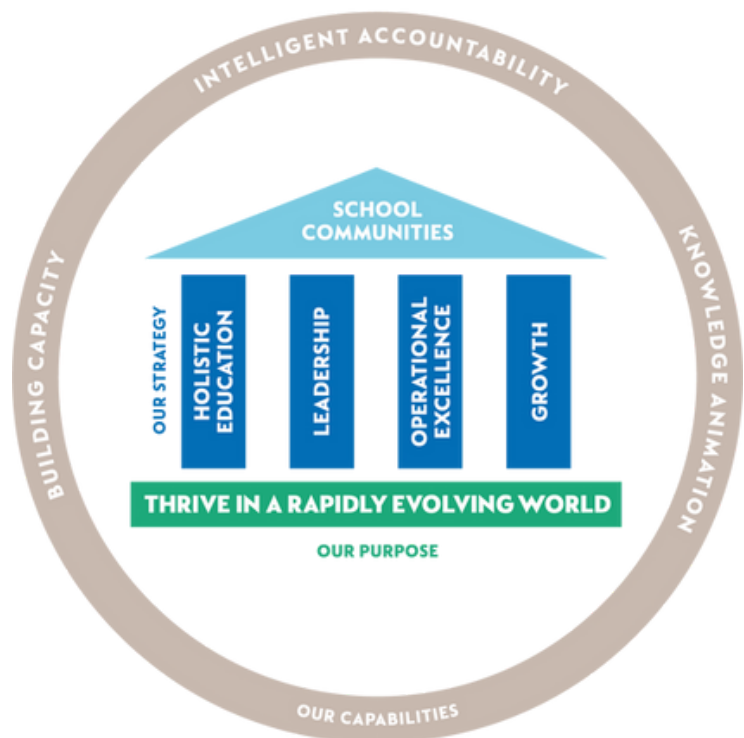
About Cognita

Cognita is a global leader in independent education. Founded in 2004, we are a growing community of over 100 schools across 16 countries from Europe to North America, Latin America, Asia and the Middle East. Each of our schools is proudly unique, but our collective purpose is to create an environment where we can all thrive in a rapidly evolving world.

The Cognita Quality Framework

Our Quality Framework allows us to engage with our diverse range of schools with a clear and common language, shared across regions.

Each school has its own distinctive character and identity and the Quality Framework is the golden thread that connects us.



The Cognita Mindsets

To embed the Quality Framework into our culture in Europe we embrace four mindsets.



We go together

We operate with our collective goals in mind.



We stay ahead

We embrace change to stay ahead.



We believe we can

We take ownership of our responsibilities and always believe we can.



We share a growth mindset

We are open to new ideas and ways of working.





The Role

We are seeking to recruit an inspirational Phase Leader based at our Junior School, Wicken Park campus.

Purpose

- To provide leadership and management of a 'phase'.
- To secure high quality teaching within the relevant phase.
- To monitor, with the Senior Leadership Team, the effectiveness of the Curriculum within the phase
- To identify both the staff and curriculum development needs within the phase.

Holistic Education

- Ensure clarity of focus on academic achievement and personal development.
- Together with the Executive Headteacher and SLT, embed the Cognita Quality Framework: A3 – Attitudes, Adaptability and Agency.
- Ensure a rigorous focus on pupils' achievement, using data and assessment tools to monitor pupil progress and challenge under-achievement with pupils and colleagues.
- Be an advocate for student wellbeing and ensure the Cognita Be Well Charter is used as a key tool in student wellbeing.



Key Accountabilities

- Develop and implement policies and practices within the phase which reflect the aims of the school.
- Promote a climate and ethos within the phase that will secure the best possible outcomes for the children.
- To lead the planning and preparation of activities that challenge and meet the needs of all children.
- To deliver the curriculum in line with school policy.
- Record, evaluate and monitor the progress of the children within the phase.
- To contribute as a member of the School Middle Management Team.
- To advocate the needs of the phase within the school as a whole.
- Assist the Head of School with the strategic planning and self-evaluation process of the phase.
- Meet regularly with the Senior Leadership Team.
- Work closely with the other Phase Leaders to ensure continuity across the school.
- Be responsible for organising and developing an effective induction process for all visiting children and new starters to the phase.
- To liaise with the SENCO and Assessment Co-ordinator to ensure that the needs of all children are met within the phase.
- To monitor the personal, social and emotional needs of all the children and liaise with appropriate staff and agencies.
- Keep reports of student behaviour and make contact with parents to discuss where applicable.
- Coordinate and proof-read end of year reports.
- Attend relevant CPD and identify the CPD needs of individuals working within the team.
- Assist the Head of School to evaluate the effectiveness of the teaching within the phase and use this analysis to identify effective practice and areas for improvement.
- To liaise and meet with parents as needed.
- Organise and attend parent evenings.

Key Accountabilities

- Take action to improve further the quality of the teaching within the phase team. Be prepared to lead professional development of the team.
- Provide support and guidance to colleagues within the phase team.
- To performance manage phase team members and additional staff as required.
- Maintain existing resources and develop new resources within the phase.
- Prepare and hold assemblies.
- Arrange and promote activities within the year group.
- Arrange and lead the residential trips for pupils within the phase.
- Ensure that the Head of School is kept informed about progress and developments within the phase.
- To lead and manage the Transition meetings relevant to the pupils in the phase.
- Other duties as designated by the Head of School to assist with the smooth running of the school as a whole.

Safeguarding & Compliance

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required



Person Specification

	Essential	Desirable
Attitude/ Approach	<ul style="list-style-type: none"> • Need to be energetic, flexible and empathetic; most of all, a strong conviction that every child can acquire strategies to ensure they fulfil their true potential. • A sensitivity to the needs of young people. • Personal integrity, honesty, energy, stamina, enthusiasm. • Commitment to the model of an all-through school. • Commitment to personal development and life-long learning. 	
Skills/ Attributes/ Traits	<ul style="list-style-type: none"> • Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate. • Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate. • First class organisational and administrative skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities. • High level of classroom teaching skills. • The ability to make points clearly and understand the views of others; excellent written and spoken English. • Ability to use data effectively to impact on student achievement • Excellent ICT skills. 	
Experience/ Knowledge	<ul style="list-style-type: none"> • An awareness of recent important national educational developments. • A clear understanding of recent developments in teaching and learning. • Good working knowledge of common ICT applications, with a clear understanding of the potential for ICT in enabling more innovative and effective approaches to support learning & teaching. 	
Qualifications	<ul style="list-style-type: none"> • A well-qualified graduate with QTS or the equivalent gained through experience and knowledge of current learning support strategies. • Competent user of ICT to support classroom work, pupil assessment and record-keeping. 	

How to apply

Applicants must submit a Cognita application form and a covering letter addressed to Vanessa Conlan, Executive Headteacher addressing the criteria outlined in this Candidate Brief and accompanying person specification. The letter should be no more than two sides of A4. A current CV can also be added but it cannot replace the completed application form.

All applications should be submitted to our Recruitment team by email, juniorschool.careers@akeleywoodschool.co.uk and must be received by 5.00pm - Friday 3rd May 2024.

Interviews: Thursday 9th May 2024 or Friday 10th May 2024

The new Phase Leader will be expected to take up the post, September 2024.

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed. In addition to all other background checks, appointment is subject to an enhanced Disclosure and Barring Service (DBS) check for regulated activity (if you have lived in the UK) and/or Overseas Checks for all other countries in which you have lived or worked (for 3 months or more in any one country in the past 10 years) and your country of origin.

This post is exempt from the Rehabilitation of Offenders Act 1974 and Cognita Schools is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are "spent" unless they are "protected" under the DBS filtering rules) in order to assess their suitability to work with children.