



April 2026

Key Stage One/English Lead and Classroom Teacher (Year 2)

TLR 2a

Job Description & Person Specification

Reporting to: The Headteacher and Deputy Headteacher

Working in conjunction with: The Senior Leadership Team, SENDCo, and Teachers/Support Staff within the phase.

Job Description

In addition to the Teaching Standards and Class Teacher Job Description:

The Key Stage One and English Lead is an excellent classroom practitioner who leads Key Stage One, supporting colleagues and pupils through a strong model of high-quality teaching, particularly in English. They play a central role in driving improvements in early reading, writing and language development, ensuring continuity from Early Years into Key Stage One.

The post-holder will lead the development of English across the school, shaping curriculum, pedagogy and assessment to secure strong outcomes for all pupils. They will build on the school's established Early Years foundations - underpinned by early intervention and targeted support - and ensure these approaches are embedded and extended effectively into KS1 and beyond.

More broadly, the Key Stage Lead plays a vital role in the day-to-day leadership and organisation of Key Stage One, inspiring staff, supporting pupils and fostering strong relationships with parents and the wider school community. They contribute to whole-school improvement through coaching, monitoring and collaboration as part of the Senior Leadership Team.

We understand the importance of ensuring teachers are supported to continue prioritising their own ongoing professional development. We have a Trust offer of instructional coaching for teachers – including opportunities to train as an instructional coach if appropriate. We have a “Leadership Pathway” programme where leaders at all levels can access bespoke and relevant CPD in order to further develop as leaders – like with all our work, this is an evidence-informed programme that makes use of the most impactful strategies and tools.

Our Key Stage One and English Lead will also benefit from protected, regular release time from class in order to focus on their leadership work and see impact in what they do.

Professional Responsibilities

- Lead the day-to-day running of Key Stage One, ensuring effective communication with all stakeholders.

- Model and promote high standards in the teaching of English across the school.
- Lead the development and implementation of whole-school English strategies and policies.
- Work in partnership with the Senior Leadership Team to drive school improvement priorities.
- Use school, local and national data to inform targets and raise attainment in English and across Key Stage One.
- Monitor progress and evaluate the impact of teaching through observations, book scrutiny and pupil outcomes - identifying strengths and areas for development.
- Support and mentor staff within Key Stage One, including Early Career Teachers.

Teaching and Learning

- Demonstrate consistently strong teaching in Key Stage One – becoming a beacon of strong practice within the school.
- To maintain records of progress and attainment and use these to identify next steps in teaching and targeted academic support needed.
- Give high-quality verbal and written feedback to children - both during and after the point of learning.
- Lead and improve the quality of teaching and learning in Key Stage One and English across the school.
- Ensure a consistent and effective approach to the teaching of Phonics, reading and writing.
- Build on strong Early Years practice to ensure progression and continuity into Key Stage One.
- Develop effective partnerships with parents to support early literacy development.
- Promote equality of opportunity and inclusive practice.

Leading and Managing Staff

- Foster a culture of high expectations, collaboration, and continuous improvement.
- Provide coaching and support to staff to develop their practice, particularly in English - enabling all teachers to be reflective and to take responsibility for their own development.
- Act as the main support for staff with behaviour management and communication with parents/carers within Key Stage One.
- Ensure the smooth day-to-day organisation of Key Stage One, including timetabling and staff deployment.
- Work closely with the Senior Leadership Team to ensure progression across the school.

Effective Deployment of Resources

- Support the effective use of resources to enhance English teaching and learning across the school.
- Contribute to the development of high-quality learning environments in Key Stage One classrooms.
- Ensure resources support early reading, phonics and language development in Key Stage One – including the ongoing development of enhanced provision in Year One.

The post-holder will be expected to operate under the current School Teachers Pay and Conditions of Service Document and carry out any additional duties at the reasonable request of the Headteacher.

The Post Holder may be required to work outside of normal school hours on occasion (e.g. to attend Full Governing Body and/or Committee Meetings, Open evenings for prospective parents etc), with due notice.

Person Specification for Key Stage One/English Lead and Classroom Teacher

Key: A = Application I = Interview R = Reference

Selection criteria	Method of Assessment	Essential	Desirable
1. Qualification and Training:			
1.1 Qualified teacher status.	A, I & R	✓	
1.2 A continued commitment to own professional development.	I	✓	
1.3 Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.	A & I	✓	
1.4 Knowledge of current legislation, guidance and developments relating to the subject area.	A & I	✓	
1.5 Involvement in, and organisation of, wider school activities including extra-curricular activities.	A & I		✓
1.6 Experience of teaching within Key Stage One	A, I & R	✓	
1.7 A minimum of two years' experience of teaching in primary with a proven ability as a highly effective classroom practitioner.	A, I & R	✓	
1.8 Working in partnership with parents, communities or Governors.	A		✓
2. Sets high expectations and inspires, motivates and challenges all children by:			
2.1 Establishing a safe and stimulating environment for children, rooted in mutual respect	A & I	✓	
2.2 Setting goals that stretch and challenge children of all backgrounds, abilities and dispositions.	A & I	✓	
2.3 Demonstrating consistently, the positive attitudes, values and behaviours that are expected of children.	A & I	✓	
3. Promotes good progress and outcomes of children by:			
3.1 Being accountable for children's attainment, progress and outcomes – both in own class and across Key Stage One.	A, I & R	✓	
3.2 Being aware of children's capabilities and their knowledge and plan teaching to build on these.	A & I	✓	
3.3 Demonstrating knowledge and understand of how children learn and how this impacts teaching	A & I	✓	
3.4 Encouraging children to reflect on their progress and take a responsible and conscientious attitude to their learning.	A	✓	
4. Demonstrates good subject and curriculum knowledge by:			

4.1 Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining children's interest in the subject, and addressing misunderstandings.	A, I & R	✓	
4.2 Having excellent knowledge of phonics and experience of delivering a systematic synthetic phonics programme.	A & I	✓	
4.3 Demonstrating an understanding of, and taking responsibility for, promoting high standards of literacy, particularly a correct use of Standard English.	A, I & R	✓	
4.4 Having knowledge and understanding of how "enhanced provision" can be used in Year One to support transition from Reception and ensure prior learning is built upon.	A & I		✓
4.5 Demonstrates a passion for the teaching of English in primary school, including having a strong knowledge of high-quality children's authors and texts.	A & I		✓
5. Plan and teach well-structured lessons by:			
5.1 Imparting knowledge and developing understanding through effective use of lesson time.	A & I	✓	
5.2 Promoting a love of learning and children's intellectual curiosity.	A & I	✓	
5.3 Reflecting systematically on the effectiveness of lessons and approaches to teaching.	A & I	✓	
5.4 Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding children have acquired.	A	✓	
5.5 Contributing to the design and development of an engaging and high-quality English curriculum.	A & I	✓	
6. Adapt teaching to respond to the strengths and needs of all children by:			
6.1 Knowing when and how to adapt lessons and resources appropriately, using approaches which enable children to be taught effectively.	A, I & R	✓	
6.2 Having a secure understanding of how a range of factors can inhibit children's ability to learn, and how best to overcome these.	A, I & R	✓	
6.3 Demonstrating an awareness of the physical, social and intellectual development of children and knowing how to adapt teaching to support children's education at different stages of development.	A & I	✓	
6.4 Having a clear understanding of the needs of all children and be able to use and evaluate distinctive teaching approaches to engage them.	A & I	✓	
7. Leadership Skills			
7.1 Ability to lead the quality of teaching and learning across Key Stage One and the wider school.	A & I	✓	
7.2 Ability to effectively tackle under performance and monitor school improvement in English	A & I	✓	
7.3 Ability to line manage Teachers & support staff in Key Stage One	A & I	✓	
7.4 Ability to inspire children and other team members	A & I	✓	

7.5 Demonstrate knowledge of the importance of transition from Early Years in to Key Stage One.	A & I		✓
8. Personal Style and Behaviour			
8.1 Tact and diplomacy in all interpersonal relationships with parents, outside agencies, pupils and colleagues at work.	A & I	✓	
8.2 Ability to communicate effectively.	A, I & R	✓	
8.3 Have high expectation of oneself and others.	A & I	✓	
8.4 Self-motivation and personal drive to complete tasks to the required timescales and quality standards.	A & I	✓	
8.5 The flexibility to adapt to changing workload demands and new school challenges.	A & I	✓	
8.6 To be warm, approachable and supportive – demonstrating a desire to contribute to our successful team.	A, I & R	✓	
8.7 Ability to make learning fun and lead with enthusiasm, passion and humor.	A, I & R	✓	
9. Values			
9.1 A genuine passion and a belief in the potential of every pupil	A & I	✓	
9.2 Motivation to continually improve standards and achieve excellence above norms.	A & I	✓	
9.3 Commitment to equality of opportunity and the safeguarding and welfare of all pupils	A	✓	
9.4 An understanding of our school values (Kindness, Empathy, Responsibility, Fairness, Resilience and Respect) and a commitment to upholding them.	A, I & R	✓	
10. Other			
10.2 Willingness to travel between schools in the Trust	A	✓	
10.3 Willingness to work in schools across the Trust	A	✓	
10.4 Willingness to attend training and CPD opportunities	A	✓	
10.5 Be willing to consent to, and apply for, an enhanced disclosure to a DBS Check, Self-Declaration and references.	A	✓	