

PHASE LEADER INFORMATION PACK

APRIL 2026



KENSINGTON AVENUE PRIMARY SCHOOL
Together Everyone Achieves More

Proudly part of





Dear Applicant

We are delighted that you are interested in the position of Phase Leader at Kensington Avenue Primary School, a proud member of Wandle Learning Trust.

Kensington Avenue Primary School celebrates a rich, diverse and inclusive environment whilst aiming for academic excellence. Our ethos 'TEAM' (Together Everyone Achieves More) is embedded within our school, nurturing a culture of respect, responsibility and perseverance. This is as true of our specialist ELP provision for children with ASD, as it is right across the school.

We are looking for an inspiring, bold and nurturing Phase Leader to join our school.

We strongly believe in the Trust-wide mission of an outstanding education for all, with no excuses. Balancing a combination of academic rigour, enrichment of wellbeing and a strong sense of community, we strive to provide every pupil with the best start to life, so they can become the best version of themselves.

As part of the Wandle Learning Trust we have access to a range of expert colleagues across our Maths, English and Teaching School Hubs.

This allows all staff to continually update their subject knowledge and teaching techniques for the benefit of all children.

Pupils leave us equipped with a firm grasp of key basic skills, a broad knowledge base and personal interests, shared moral values, excellent communication skills and the tools to be successful in secondary school and beyond.

Yours sincerely
Danine Smith
Interim Headteacher





About our School

Kensington Avenue Primary School is a two-form entry community primary with a Nursery in Thornton Heath. We are a team of staff who aim to create a school in which every pupil will flourish in a caring, happy environment. Our staff work to develop strong, meaningful relationships with children and their families.

We care deeply about developing the whole child and do this by ensuring that our core values are truly instilled across all aspects of school life and deeply understood by all children.

As well as ensuring inclusive provision within each of our classrooms, we offer places for up to 32 children on the autistic spectrum in our specialist Enhanced Learning Provision (ELP).

In common with schools across Wandle Learning Trust we

are committed to evidence-informed practice. We work closely with the Trust's English and Maths Hubs to ensure that both our subject knowledge and pedagogy is robust.

Across all subjects we ensure that teachers are well-equipped to support all pupils, including the higher attainers who need stretch and challenge. Our latest results are testament to the effectiveness of this inclusive approach.

We follow a mastery approach to maths. For phonics and early reading, we use the Trust-developed SSP, Little Wandle Letters and Sounds Revised.

Our expansive site provides plenty of opportunities for learning experiences, including the edible playground, Forest School and field. We place great emphasis on physical activity, as we know how important it is for children's

wellbeing, developing a sense of self and learning how to work with others. As well as carefully planned lessons, we also have a wide variety of activities on offer at lunchtime and in clubs.

We also take part and offer a range of specialist sports coaching. Our inclusive ethos means that there are activities on offer for children of all abilities.

We value pupil leadership and there are well-developed opportunities for children to get involved in roles such as Digital Leaders and Playground Buddies.

We are fortunate that our active parent community plays a full role in supporting their children in all aspects of school life. Our thriving parents' and carers' association, Friends of KAPS, organises social events and raises funds for the school.

Recently, funds have been used to buy PE equipment and restock class reading corners with high quality representative texts to inspire the children.

We welcome volunteers from both the parent body and the local community to help in the school with reading and gardening clubs.

Everyone is encouraged to make a positive contribution to the wider community; on a local level, the school council recently organised a collection for a nearby foodbank.

Our aim is for each child to leave our school having developed as a confident, caring and determined individual who has excelled academically and reached their full potential. We believe it is this careful balancing of regard for achievement, enrichment and wellbeing that makes Kensington Avenue so special.



About the Trust



As part of Wandle Learning Trust, Kensington Avenue Primary School enjoys the support of our teacher and curriculum development arm, Wandle Learning Partnership. Our Partnership consists of Department for Education designated Teaching School, English and Maths Hubs.

As well as supporting schools both regionally and nationally, our Partnership offers unique opportunities to all Trust staff to develop their subject and leadership skills. Each of the Heads within our schools has the opportunity to shape and deliver high-profile school improvement work that benefits their own school, as well as hundreds of others.



London South West Maths Hub is also part of Wandle Learning Trust, working in partnership with Belleville Primary School. The Hub – run out of Chesterton Primary School – is one of 40 Maths Hubs across the country. This means that Kensington Avenue Primary School staff and pupils benefit from the support of consistently outstanding maths provision.



The London South West Maths Hub supports schools in five boroughs (Wandsworth, Merton, Sutton, Kingston, Richmond) through a range of national and local projects each year. The core purpose of the Hub is to engineer a school-based support network to develop mastery style teaching at all levels of education.

EnglishHubs

Wandle at Chesterton Primary

Kensington Avenue Primary School staff and pupils also have the support of Wandle English Hub – a status awarded to Chesterton Primary School on account of outstanding English teaching and learning. The Hub works with 16 boroughs across London, supporting schools to achieve excellence in early literacy teaching.



Working across Merton, Wandsworth, Richmond and Kingston, Wandle Teaching School Hub is one of the longest-established hubs in the country with a reputation for excellence. From the Early Career Framework, through to NPQs, the Hub partners with UCL to offer targeted professional development and support at all career stages.



Little Wandle is our partnership with Little Sutton Primary School to create high-quality, evidence-informed literacy programmes to support educators to reach every child, no matter their starting point or background. Our primary programme, Little Wandle Letters and Sounds Revised is used by almost 6,000 schools across England, including Kensington Avenue Primary School.

Job Description

Job Title: Phase Leader

Scale: M1-UPS plus TLR

The Professional duties of teachers are set out in the School Teachers Pay & Conditions Document. In addition, the specific requirements expected of this post holder have been set out below.

Leadership

Teaching and Learning Responsibility for leading all aspects of the Curriculum within the phase; to be accountable for ensuring the highest standards of children's achievement by:

a) Leading on an ethos of challenge and support where all children can achieve success, including those for

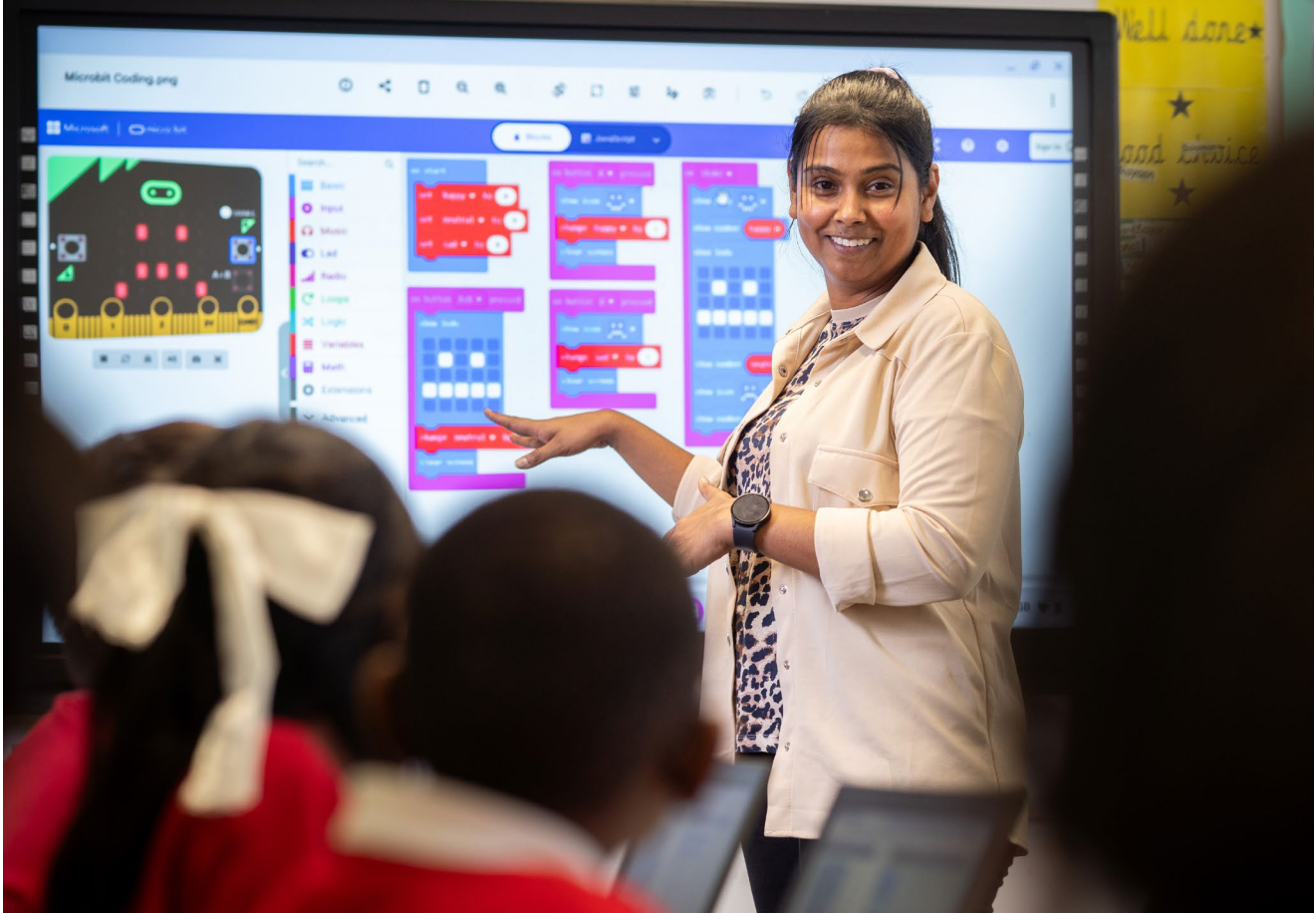
whom English is an additional language, those with special educational needs and those termed disadvantaged:

- Being an enthusiastic and outstanding role model and leading by example - demonstrating teaching practice which leads to excellent outcomes for all children.
- Reflecting on your personal contribution to school achievements, take account of the feedback of others and be committed to improving your practice through appropriate professional development.
- Demonstrating and articulating high aspirations for the school and for all children and staff.

- Keeping abreast of current research, theory and practice and its implications and be open to new ideas.
 - Knowing how to make effective personalised provision for children, how to take practical account of diversity and promote equality and inclusion, particularly pupils with traits of ASD.
 - Maintaining a good knowledge and understanding of the EYFS, KS1 and KS2 curriculums, and the similarities and differences between them and the end of key stage expectations for pupils.
- b) Contributing to developing a collaborative learning culture and the ongoing improvement of teaching across the school to raise standards:**

- Ensuring the contributions that colleagues, parents/carers, and LAC members make to the development and well-being of children are recognised; maintaining professional relationships and communicating effectively with them.
- Advising staff on approaches which will engage and motivate all children, accelerate their progress and ensure their access to the curriculum.
- Providing guidance, support and encouragement to staff, mentoring and coaching them as appropriate.
- To supervise teachers and TAs within the phase, including performance management.
- Identifying strengths and areas for development in teaching and learning and providing effective and constructive feedback to staff which leads to improved outcomes.
- Delivering induction on policy and practice to new staff and those new to role.





c) Maintaining an accurate and up-to-date overview of the school's performance and the quality of teaching across the school and contributing to the school's strategic development:

- Monitoring standards of teaching and learning, including analysing data, monitoring planning, observing lessons and sampling work, and presenting key findings to a range of audiences.
- Identifying priorities needed to drive forward improvements and formulating and implementing action plans within the context of the school's ethos and aims.
- Moderating children's work, developing partnership with other schools and settings, using appropriate assessment tools to evaluate the effectiveness of teaching and learning.
- To set ambitious targets for all children to ensure children make progress from their starting points.
- Maintaining an up-to-date knowledge and understanding of statutory assessment and across the school and what different national curriculum

levels and EYFS outcomes are in terms of pupil outcomes to support transition.

d) Managing the phase

- Take responsibility for the day to day timetabling for the pupils and staff within the phase and where necessary across the school.
- Involvement in effective transition for pupils by planning for their next class/ key stage using the assessment information and putting in place any specific support for pupils with additional needs.
- Ensuring learning plans are well matched to cohort/pupils needs and are effectively implemented showing a consistent approach to teaching across the phase and that teaching expectations are adhered to.
- Lead on risk assessments for pupils with additional needs as well as extra-curricular/ deep learning experiences within the phase .
- Lead on the approach to behaviour management, setting high expectations for all staff to follow the policy.
- Ensuring effective communication with parents.

- Ensuring engagement of the phase in whole school events and routines.
- Ensure that teachers are prepared for Parents and Pupil Progress Meetings (PPMs) so they are able to communicate the progress pupils have made and the next steps.
- Lead on ensuring that outcomes of PPMs are actioned, challenging where necessary.
- Supporting induction of pupils into the phase and transition to next stage of learning.

Additional Activities and Responsibilities

- In the absence of the Headteacher or Assistant Headteacher to take joint responsibility with the other Phase Managers for leading the school.
- To work with the other Phase Leaders to ensure continuity of the curriculum.
- To monitor the Health and Safety of children and staff and ensure concerns and issues are addressed according to level of risk.
- To ensure that the profile of the Phase Leader is in keeping with the role, leading by example.



Person Specification

Qualifications

Have qualified teacher status.

Evidence of continued professional development.

Have evidence of teaching across a variety of age ranges relevant to the post.

Have evidence of raising standards and accelerating pupil progress.

Experience of implementing whole school developments including new curriculum initiatives and seeing these through to analysis of impact on standards.

Excellent track record for planning, teaching and assessing across the curriculum.

Knowledge and Skills

Have a clear understanding of the national and wider curriculum, keeping up to date with national and local developments.

Have thorough subject knowledge of the National Curriculum; including statutory assessment procedures.

Display commitment to the safeguarding and protection of children and fulfil relevant duties for child protection.

Be committed to equal opportunities; respect and value different experiences and backgrounds.

Be an outstanding teacher and excellent role model, leading by example.



Knowledge and Skills

Display commitment to raising standards and accelerating pupil progress.

Assess, record and report on the achievements of pupils, in accordance with the school policies and procedures.

Set clear targets for each phase of children's learning and use assessment information, including data analysis to inform all aspects of planning and school improvement.

Be an innovative and creative practitioner with the ability to lead a team with a clear vision and demonstrate passion, resilience and ambition.

To set clear targets for adults working within the phase and manage their performance, including monitoring and delivering induction and professional development.

Commitment

To show a commitment to providing equality for all pupils and staff.

Promoting the school's vision and ethos.

To provide a high quality, stimulating learning environment.

Relating positively to and showing respect for all members of the school and wider community.

To show a commitment to ongoing professional development.

To safeguard all children, following the schools child protection policy.



Phase Leader

Full Time - M1-UPS plus TLR
Start date: September 2026

Are you an inspiring teacher who believes in providing all children with a high quality, broad and balanced curriculum? Enthusiastic about making a significant individual contribution to the success of our school, with the support of our Senior Leadership team? We are seeking an ambitious Phase Leader to join our team and help us ensure every child has the firm foundations they need.

The successful candidate will:

- Be committed to providing a curriculum that meets the needs of all learners.
- Have a sound knowledge of the national curriculum and Early Years Foundation Stage curriculum.
- Ensure that the highest possible standards of pupil achievement, personal development and well-being are achieved.
- Make learning irresistible, effective and inclusive.
- Be excited about ongoing professional development.
- Demonstrate effective and dynamic classroom management and teaching techniques.
- Have excellent interpersonal and communication skills and thrive on team work.

For successful candidates we offer:

- A dedicated, motivated teaching team and welcoming learning environment.
- An active school community with supportive parents and LAC members and children who love learning.
- A commitment to professional development and a flexible, personalised programme of CPD through our dedicated teacher and curriculum and development arm, Wandle Learning Partnership.
- An innovative and flexible curriculum with a commitment to enrichment experiences and opportunities.
- Opportunities for professional collaboration with subject and Phase colleagues across the Wandle Learning Trust.

If you have any questions about the role, please call us on 0208 764 2923 or email recruitment@kaps.croydon.sch.uk.

Closing date: 13th May midday.

Interviews: Week commencing 18th May.

Equal Opportunities and Safeguarding

Kensington Avenue Primary School is committed to safeguarding and promoting the welfare of our children and young people. As part of our safeguarding commitment, appointment to any post is subject to receipt of satisfactory references, online checks, medical clearance and a satisfactory Enhanced Disclosure and Barring Service (DBS) check as well as evidence of the right to live and work in the United Kingdom.

This post is exempt from the Rehabilitation of Offenders Act 1974



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Contact us

Kensington Avenue Primary School
Buckingham Avenue (Pedestrian Entrance),
Thornton Heath, CR7 8AS
Email: recruitment@kaps.croydon.sch.uk
kensingtonavenueprimary.co.uk | wandlelearningtrust.org.uk