



Wolvercote Primary School Job Description KS1 Phase Lead

Job title:	Phase Lead
Whole school area of accountability: Grade: Responsible to:	Teaching and learning responsibility for Phase Leadership Standard national scale in line with the current <i>School Teachers' Pay and Conditions</i> document plus the <u>appropriate TLR2 payment</u> The headteacher, members of senior leadership team (SLT) and the governing body
Supervisory responsibility:	KS1

Main purpose of the job:

- Take specific responsibility and accountability for the day-to-day management and organisation of your Key Stage
- Be an excellent classroom practitioner
- Have an impact on educational progress beyond your assigned pupils
- Line-manage and appraise identified staff
- Assist in the smooth running of the school at all times, including being responsible with the other phase leaders for the school in the absence of the headteacher or senior leadership team (SLT).

Duties and responsibilities

In addition to carrying out the duties of a class teacher as outlined in the current *School Teachers' Pay and Conditions Document*, the post holder receives a TLR2.

Leadership and management

- Support and implement the vision and ethos of the school.
- Lead, manage and support the Key Stage 1 Phase, develop and enhance the teaching practice of other staff within your phase.
- Have due regard to the curriculum and its delivery In Key Stage 1 in line with the requirements of the National Curriculum, the school's aims and objectives, the policies of the Governing Body and the progression documents for each curriculum subject.
- Together with SLT, lead on the school self-evaluation process for your Key Stage including lesson drop ins, walkarounds, monitoring of school standards and bringing about improvement.
- Contribute to, implement and evaluate the success of the School Improvement Plan relevant to your Key Stage.

- Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management.
- Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments.
- As appropriate, contribute to the writing of self-evaluation and policy documents.
- Manage effectively the transition of pupils to and from your phase and within it.
- Promote cross-curricular approaches to teaching and learning.
- Be a proactive and effective member of the Middle Leadership Team.
- Be an effective role model for your team in terms of teaching, behaviour and classroom management.
- Report to Governors at a Governing Body meeting at least once a year, when appropriate.

Teaching and learning responsibility

- Have overall responsibility and accountability for your Key Stage ensuring curriculum continuity, consistency, balance, match and progression
- Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range.
- Lead a key priority across the whole school
- Lead regular meetings relevant to your Key Stage with appropriate colleagues

Monitoring and assessment

- Monitor standards including recorded work as relevant to your Key Stage including reviewing long and medium term planning.
- Together with the Senior Leadership Team contribute to monitoring and reviewing the impact of teaching on pupil outcomes through the analysis of data, ensuring the use of information for planning and target setting across your Key Stage

Manage resources

- Be responsible for the organisation, planning and evaluation of the school action plans as relevant to your Key Stage responsibility
- Evaluate, organise and monitor the use of resources.

Staff development

- Line-manage a number of staff and actively participate within their appraisals
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, cooperation and teamwork
- Ensure you keep up-to-date with current developments in your Key Stage and disseminate information as appropriate.

Other

- Assist in the smooth running of the school at all times, including being responsible with the other phase leaders for the school in the absence of the HEADTEACHER or SENIOR LEADERSHIP TEAM.

KS1 Phase Leader Person Specification

	Essential The Phase Leader must...	Desirable The Phase Leader could...
Qualifications and Training	<ul style="list-style-type: none"> • have Qualified Teacher status • have evidence of continuous participation in in-service development and a commitment to further professional development • be willing to undertake an accredited leadership qualification. 	<ul style="list-style-type: none"> • have already successfully completed a leadership accreditation such as a National Professional Qualification of Leadership Level 5 Apprenticeship,
Experience	<ul style="list-style-type: none"> • be a qualified teacher with at least three years' experience in KS1 • have experience of teaching in a primary school • have experience of working successfully and co-operatively as a member of a team • have experience of leading training of other teachers • have experience of setting targets and monitoring, evaluating and recording progress • have experience of successfully leading a subject across school. 	<ul style="list-style-type: none"> • have experience of working with a Senior Leadership Team • have experience of dealing successfully with challenging and sensitive situations in a primary school setting. • Have experience of developing and delivering Read Write Inc.
Knowledge and Understanding	<p>Have an in-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> • the Key Stage 1 curriculum • the essential qualities necessary for improving the quality of learning and teaching, and of effective teaching and learning styles • the statutory requirements of legislation concerning safeguarding including Child Protection, Equal Opportunities, Health & Safety and SEND • the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) • how to support pupils for whom English is an additional language • the positive links necessary within school, a child's home and external agencies how to establish an effective rapport with children which is based on high expectations, and establish a purposeful learning environment where all pupils feel secure and confident 	<p>Have knowledge and understanding of:</p> <ul style="list-style-type: none"> • Safeguarding Lead responsibilities • Strategies and practices to support wellbeing and positive behaviour including • Restorative Practice, Zones of Regulation and Growth Mindset • Rosenshine's principles for teaching and learning Cognitive Load theory • Mastery maths • Development of vocabulary and oracy in the classroom • Opening Doors or Talk for Writing knowledge.

	<ul style="list-style-type: none"> • how to use technology effectively as an integral part of teaching and learning. • A passion for developing independence and creativity in children through play based learning sessions 	
Skills	<p>Be able to:</p> <ul style="list-style-type: none"> • promote the school's aims positively, and use effective strategies to enhance motivation and morale • contribute effectively to the work of the headteacher and the leadership team • demonstrate excellent teaching and learning skills and be able to create a positive, challenging and effective learning environment • make consistent judgements based on careful analysis of available evidence • develop excellent professional relationships within a team • establish and develop a sound professional relationship with a class and groups of pupils • present and communicate effectively to a variety of audiences. 	<p>Be:</p> <ul style="list-style-type: none"> • confident in the use of technology • good at influencing and negotiating with others • experienced in successfully leading a team to achieve agreed goals.
Professional Values	<p>Have the ability to:</p> <ul style="list-style-type: none"> • uphold and model the values of Wolvercote Primary School at all times. • set high expectations of all pupils and be committed to raising educational achievement • establish and maintain excellent professional relationships with pupils, parents, governors and colleagues • adopt a flexible approach to working, • especially when working across phases • maintain confidentiality 	<ul style="list-style-type: none"> • be experienced in leading working groups or reporting to governors on school development.
Personal Characteristics	<ul style="list-style-type: none"> • be knowledgeable and highly competent • be approachable and empathetic • be creative and enthusiastic • be organised and resourceful • be intelligent and reflective. • possess the ability to address challenging issues with clarity of purpose and diplomacy • possess excellent inter-personal skills 	

Commitment	Demonstrate a commitment to: <ul data-bbox="399 257 909 633" style="list-style-type: none">• safeguarding and child protection• equity, diversity and inclusion• promoting the school's vision and ethos• relating positively to and showing respect for all members of the school and wider community• a high-quality, stimulating learning environment• ongoing relevant professional self-development	
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