



The Stoke Poges School

PHASE LEADER Job Description





The Stoke Poges Job Description

Job Title:	Phase Leader
Salary and Grade:	Teaching and Learning Responsibility (TLR 2)
Responsible to:	Headteacher
Non-contact time:	10% Planning, Preparation and Assessment time per week 10% Management and Leadership time per week Subject Leadership time, as appropriate
Supervisory responsibility	Any member of the Phase including teachers, Learning Support Assistants, students and voluntary helpers allocated to the team

The appointment of a Phase Leader is subject to QTS status and the current conditions of employment for teachers in the School Teachers' Pay and Conditions Document (STCPD) and other current legislation.

Teachers' performance will be assessed against the teacher standards as relevant to their role in the school.

This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the appraisal process.

Core Requirements of the Post

This is a leadership post within the school's leadership structure. In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in pupils, colleagues and parents
- Build team commitment with colleagues and in the classroom
- Engage and motivate pupils
- Demonstrate analytical thinking
- Improve the quality of pupils' learning
- Contribute to the school strategic plan and promote the learning priorities of the school SDP
- Support the development, implementation and evaluation of policies and practices within the school to contribute to school improvement
- Use the appraisal process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities
- Support the improvement of teaching within the school which impacts significantly on pupil progress
- Have lead responsibility for an aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance
- Promote the wider aspirations and values of the school
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Main Responsibilities

In addition to the requirements of a class teacher and any other agreed responsibilities, the Phase Leader will be accountable for the following areas:

Leadership responsibility

- Assist the Headteacher, SLT and other Phase Leaders in the day to day management, organisation and administration of the school
- Be an active member of the Leadership Team ensuring appropriate professional conduct and confidentiality where appropriate

Strategic direction and development of the school, in co-operation with, and under the direction of, the Headteacher

- Support and secure the commitment of others to the vision, ethos and policies of the school and promote high levels of achievement in school
- Support the creation and implementation of the school strategic plan, especially as it relates to their team and take responsibility for appropriately delegated aspects of it
- Support all staff in achieving the priorities and targets of the school and monitor the progress of those which relate to their phase
- Support the evaluation of the effectiveness of the school's policies and developments and analyse their impact on school
- Ensure that parents are well informed about the curriculum, targets, children's progress and attainment in their phase
- Support the Headteacher in developing links with parents of children in the school

Teaching and learning

- Lead by example as a teacher and as a manager, achieving high standards of pupil attainment, behaviour and motivation through effective teaching
- Be responsible to the Headteacher for co-ordinating the work of the phase, supporting and advising where appropriate
- Support subject leaders in the development and implementation of curricular initiatives
- Monitor the quality of teaching and learning in the phase, in line with school policy. This may include lesson observations, monitoring of short- and medium-term planning and scrutiny of pupils' work
- Review long term planning in the phase to ensure coverage, progression and a range of learning experiences across the phase
- Liaise with other phase leaders to monitor and promote effective transition arrangements to ensure continuity and progression for all pupils from the phases
- Take responsibility for the pastoral care of pupils in the phase
- In conjunction with the EVC, coordinate and oversee the organisation of educational visits in the phase
- Ensure phase planning is effectively carried out and ensure pupils' individual needs are being met
- Set appropriate expectations for the phase staff and pupils in relation to standards of pupils' achievements and the quality of teaching
- Establish clear targets for improving and sustaining pupils' achievements and support the process of teaching and learning in accordance with agreed policies and guidelines
- Support the phase staff to meet Performance Management targets
- Ensure risk assessments are up-to-date and being adhered to across the phase
- Lead and contribute to weekly staff meetings, leadership team meetings, planning and assessment meetings, pupil progress reviews and other ad hoc meetings as relevant

Recording and Assessment

- Have input into the target setting for raising achievement for the phase pupils and feedback to the Headteacher
- Monitor progress in the phase and ensure appropriate coordinator action plans are being implemented

- Monitor phase planning to ensure individual needs are being met

Leadership

- Support the Headteacher in providing a clear vision and direction for the development of the school
- Take a leading role in specific project(s) to be decided with the Headteacher
- Be a strong advocate for change and champion school improvement
- Convey a positive 'can do' attitude, motivate and inspire staff and present a 'united front' to secure successful outcomes of school initiatives
- Assume responsibility for the school in the absence of the Head and SLT
- Support the Headteacher and work with other phase leaders in developing positive working relationships with and between all pupils and all staff
- Lead staff in development activities and evaluate outcomes
- Support the appraisal process by acting as Team Leader and use the process to support staff in developing personal and professional effectiveness
- Provide support to newly qualified teachers, supply teachers, teachers and learning support assistants who may be new to the school who are placed in the phase
- Ensure that the Headteacher and governors are well informed about policies, plans and priorities, success in meeting objectives and targets, and any future developments needs
- Ensure consistent implementation of school behaviour and discipline policy throughout the phase
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities

Pastoral care

- Monitor, evaluate and assess pastoral welfare of pupils within the phase, ensuring continuous and consistent focus on pupils' achievement and development – moral, spiritual, physical, cultural and social as well as academic
- Coordinate responses to the pastoral needs of pupils throughout the phase
- Ensure all safeguarding policies and procedures are followed
- Liaise with parents/carers and external support agencies as appropriate

Behaviour and safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive authority, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Take appropriate responsibility for one's own health, safety and welfare and the health and safety of children, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies
- Implement appropriate health and safety policies and procedures in order to ensure a safe, effective and child friendly environment in all lessons and activities, raising any concerns following school protocol/procedures
- Actively seek out and implement best practice safety procedures

External links, including public occasions

- Build effective partnerships with parents to ensure a shared understanding between school and home about pupil progression, and how parents can support their child; help build an excellent local reputation for the school through the promotion, profile and success of the phase; help develop extra-curricular activities that enrich the timetabled curriculum experiences
- Promote the phase excellence and reputation of the school through public occasions

- Develop links outside the school in order to increase opportunities for sharing good practice, learning opportunities for pupils etc

Training and development of self and others

- Regularly review own practice, set personal targets and take responsibility for own development
- Ensure that training needs within the phase are identified, appropriately met, and that all members of the phase are active in their own personal and continuous professional development
- Lead/coordinate/ organise phase related INSET initiatives to offer support, guidance, innovation and motivation to colleagues
- Seek advice from senior staff, subject leaders, LA advisors, officers and consultants on developing quality of learning and teaching in each curriculum area

Effective deployment of staff and resources

- Support the Headteacher in the deployment of staff and support those in their phase in their duties
- Work with the Headteacher in establishing priorities for expenditure within the phase, and in monitoring the effectiveness of spending and usage of resources

Transition

- Monitor and maintain effective transition arrangements for pupils transferring between Year 2 and Year 3, and Year 4 and Year 5

Fulfil wider professional responsibilities

- Have professional regard for the ethos, policies and practices of the school in which you teach, and maintain standards in your own attendance and punctuality
- Take on specific tasks related to the day to day administration and organisation of the phase as requested by the Headteacher
- Take on the addition responsibilities within the phase which might from time to time be determined
- Be willing to support PTA activities by attending events
- Be willing to run an after-school club or activity

Additional Responsibilities

- To provide strategic leadership and management for Pupil Premium across throughout the school

Code of Conduct

The school expects all staff to ensure that their standards of conduct are, at all times, compliant with The Stoke Poges Code of Conduct for Employees.

NOTE:

Notwithstanding the details in this job description, the jobholder will undertake such duties as maybe determined by the Headteacher from time to time up to or on a level consistent with the principal responsibilities of the job.

Signed to indicate agreement.....[Post-holder] Date.....

Signed.....[Headteacher] Date.....

PERSON SPECIFICATION

Phase Leader

	Essential	Desirable
Qualifications	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Have qualified teacher status • Evidence of ongoing professional development 	
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • At least two years of classroom leadership and management experience • Demonstrable experience of monitoring and evaluating teaching • Monitoring and recording pupils' academic development • Working alongside a senior leadership team to develop the quality of teaching and learning within a school 	<ul style="list-style-type: none"> • Experience of coaching and mentoring other staff
Knowledge and understanding	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • In-depth knowledge and understanding of curriculum and pedagogical issues relating to EYFS • An ability to take a lead role in innovative curricular development • Creative and stimulating teaching strategies which engage and motivate pupils • An ability to analyse, understand, interpret and respond to school performance data • An ability to maintain consistently high standards and ensure quality of teaching • An ability to promote and sustain high standards for pupils • A clear understanding of child development and how this contributes to teaching strategies and learning styles • Deploying LSAs successfully for full impact raising standards • The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection • The current Primary Curriculum 	
Teaching and Class Management	<p>The successful candidate will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Establish an effective rapport with children which is based on high expectations • Be an appropriate role model for the staff at the school • Establish a purposeful learning environment where all pupils feel secure and confident • Use ICT effectively as an integral part of teaching and learning 	

Skills	<p>The successful candidate will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Lead INSET and staff training • Lead teams • Promote the school's aims positively, and use effective strategies to monitor motivation and morale • Develop good personal working relationships within a team in order to lead professionally • Establish and develop appropriate relationships with parents, governors and the community • Communicate effectively (both orally and in writing) to a variety of audiences • Promote the School ethos through excellent classroom organisation, management and display • Create a safe, happy, healthy, challenging and effective learning environment • Liaise with others in similar positions in other schools • Demonstrate excellent grammatical awareness and understanding. 	<p>Demonstrate the ability to:</p> <ul style="list-style-type: none"> • Develop links with other schools.
Professional values	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Show a flexible approach to working and enjoy being a good team member • Be a good role model for all our pupils and staff • Possess a positive approach to children and staff • Show enthusiasm for leadership and management • Possess a willingness to support extracurricular activities • Possess a willingness to support Friends of SP events and lead community linked events • Have the ability to attend meetings after school • Be committed to all aspects of school life • Possess a personal philosophy which supports the aims and objectives of the school. 	<p>Show enthusiasm for further career development.</p>
Personal characteristics	<p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Trustworthy • Approachable • Committed • Empathetic • Enthusiastic • Organised • Patient • Resourceful • A good communicator • Able to promote good behaviour consistently • Committed to the value and promotion of inclusion • An excellent time keeper • In possession of a sense of humour and the ability to make learning fun 	