



Phase Leader Job Description and Person Specification

Post title:	Phase Leader
Academy :	
Pay range:	MPS/UPR + TLR
Line manager:	AHT/DHT/HT

Job Description

Core purpose:

The phase leader will be responsible for providing leadership and management of the school's relevant key stage curriculum, delivering high-quality teaching and effective use of resources. They will work to improve, and be accountable for, learning standards and achievement for all pupils within a designated phase, while also carrying out their duties as a classroom teacher.

As the phase leader, they will effectively lead teaching and learning and contribute to whole-school self-evaluation and school improvement planning, and be responsible for line managing, mentoring and developing staff within the phase. They will offer guidance and support to teaching staff, modelling best practices and showing up-to-date knowledge of current evidence-informed theory and practice.

The phase leader will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD, including planning and teaching lessons, assessing pupils' progress, and managing behaviour effectively.

If the SLT are absent, the phase leader will deputise, with support from the Executive Leadership Team.

Duties and responsibilities

Lead Teaching and Learning Responsibilities

- Lead staff within your phase to plan effectively in the short, medium, and long term and prepare lessons to ensure coverage of the curriculum and that the differentiated needs of learners are met
- Lead staff within your phase to apply a range of teaching and learning strategies, including implementing inclusive practices to ensure that all children within your designated phase achieve their potential
- Demonstrate on-going development and application of teaching expertise, subject specialism and phase knowledge to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners
- Lead, develop and enhance the teaching practice of others through monitoring, evaluation and promoting improvement strategies to secure effective evidence-informed teaching and learning for learners

- Monitor, evaluate and address strengths and weaknesses across a designated phase and ensure that all areas of concern are addressed swiftly through the provision of high quality support, coaching and mentoring
- Ensure a challenging curriculum within your phase that provides for meaning and purpose and is well-resourced
- Lead staff and liaise as appropriate in order to ensure a smooth and effective transition between phases/key stages

Assessment and evaluation

- Lead learning within a designated phase by developing and implementing assessment strategies, data analysis/evaluation and appropriate intervention programmes to ensure that all children make at least good progress through the phase
- Lead staff within your phase to assess, record and report on the development and progress of learners. Analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements.

Generic Responsibilities

- Facilitate an ethos within the team which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes
- Contribute to the monitoring and development of a curriculum area/s to ensure suitable opportunities are provided for learner aspirations to be met.
- Promote and implement inclusive policies and practices that encourage mutual tolerance and respect for diversity in all areas of your key stage
- Ensure school safeguarding and child protection practices are followed vigilantly.
- Ensure all staff within the phase follow the school's marking policy
- Mentor and support ECTs working within your phase
- Ensure policy and practice within your team keeps pace with current developments and is consistent across the phase
- Taking a leading role in behaviour management by being aware of behaviour issues within your phase, monitoring behaviour at times of transition and giving teachers support as detailed in the behaviour policy.
- Ensure that positive behaviour management strategies are implemented, consistent and in-line with the school's positive behaviour strategy
- Ensure that there is a safe working & learning environment in which risks are properly assessed
- Lead by example

Strategic leadership

- Contribute to and promote the development and application of priorities, policies and activities in order to enable the achievement of whole school aims.
- Contribute to relevant sections of the SEF and SDP
- Along with the senior leadership team ensure that all staff within the phase follow all school policies, guidelines and expectations
- Ensure all classrooms within your key stage are creative, stimulating, tidy and well-organised

Relationships with parents and the wider community

- Lead parent workshops as required
- Develop effective partnerships with parents, governors, other schools and external agencies in order to provide maximum support for pupils as appropriate
- Work in liaison with other colleagues to seek the views of identified pupils and their parents
- Ensure parents are kept well-informed about their child's well-being and progress
- Ensure parents within a designated phase receive information that is relevant, timely and supports pupils' learning across the curriculum
- Ensure school leaders and governors are well-informed, and involved where appropriate about progress and provision

Managing and developing staff and other adults

- Line manage a team of staff including the effective appraisal and development of its members in order that the team's objectives are achieved
- Support colleagues experiencing difficulty, including modelling best practice and generating short-term action plans
- Provide effective induction to all new staff and effectively support ECTs within your designated phase
- Work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.

Budget Accountability

- The postholder will be accountable for an annual budget within a phase or designated key stage
- Ensure that all priorities for school development within your phase or designated area are appropriately costed and adhere to the principles of best value

Specific Responsibilities

- Attend extended Senior Leadership Meetings and contribute to the leadership of the school
- Be proactive in finding opportunities to work with members of the SLT in order to monitor standards across the school, and to challenge and support staff across the school to build on strengths and address weaknesses
- Lead phase group meetings, staff meetings, SLT meetings and inset as appropriate
- Contribute to INSET and the professional growth/development programme as appropriate
- Lead assemblies as required
- Lead whole school projects and parents workshops as required
- Deputise in the short term in the absence of SLT

Undertake any other duties commensurate with the post.

Person Specification

Qualifications:

- Qualified teacher status
- Evidence of professional development relevant to this role

Experience

- Teaching within the primary phase, including evidence of outstanding teaching directly linked to key stage delivery
- Team leadership, including school development and improvement
- Responsibility for whole-school key stage leadership or equivalent, providing strategic and practical oversight
- Developing and delivering staff development programmes
- Implementing teaching and learning strategies to improve quality and pupil attainment

Skills and knowledge

- Expert knowledge of legislation and guidance on curriculum requirements and key stage delivery
- Outstanding classroom practice, constantly showing a positive and resilient approach to pupils and staff
- Excellent communication and organisational skills
- Effective communication and interpersonal skills
- Ability to communicate a vision and inspire others
- Ability to build effective working relationships with staff and other stakeholders

Personal qualities

- High expectations for all pupils and belief in bringing out the best in all
- Commitment to upholding and promoting the ethos and values of the school
- Commitment always to act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Notes:

This job description may be amended at any time in consultation with the postholder.

Headteacher/line manager's signature:

Date:

Postholder's signature:

Date: