

JOB DESCRIPTION AND PERSON SPECIFICATION

JOB TITLE	Phase Leader
RESPONSIBLE TO	Assistant Headteacher
GRADE	Main or upper pay scale plus TLR
HOURS	1256 hours in line with STPCD
ALL STAFF RESPONSIBILITIES	- To live our Trust values, demonstrating ambition, collaboration, compassion, excellence and inclusivity in your everyday work life. - To value professional development and welcome any training opportunities to develop personal skills and knowledge. - To agree to follow the school and Trust's policies and procedures including having regard to Child Protection and the Safeguarding of children.
MAIN PURPOSE OF THE ROLE	In addition to carrying out the duties of a teacher, the Phase Leader will play a role in the distributed leadership and management of the school.

Strategic Direction and Development	- Working within the wider leadership team, contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development. - Communicate the school's vision and objectives to all members of the school community and support the effective delivery of the school's aims. - Support all staff within the phase in achieving the priorities and targets which the school sets for itself and to provide them with support and guidance. - Ensure that parents/carers are well informed about the school curriculum, its targets, children's attainment and progress and their part in the process of improvement. - Enable the views of both parents/carers and children to be heard and considered as part of school strategic direction and development. - To support the organisation of school trips and visits within the phase if required. - Demonstrate high standards of personal integrity, loyalty, discretion and professionalism. - Publicly support all decisions of school leadership. - Role model and demonstrate exemplary practice in all areas of school life. - Support the Trust's digital strategy to ensure technology is embedded in the provision to support teaching and learning. - Carry out pupil supervision duties before and at the end of the school day, and at break and lunchtimes. - To lead on key areas within this phase as delegated by Senior Leadership.
--	---

	• Responsible for leading a core subject.
Teaching and Learning	• Set an example of excellence as a leading classroom practitioner within the phase, inspiring and motivating other staff. • Working closely with the SLT, sustain high expectations and excellent practice in teaching and learning throughout the phase, ensuring that learning through indoor and outdoor provision offers the very best opportunity for the pupils. • Motivate, challenge and support staff within the phase to enable them to achieve high standards. • Disseminate good practice across the phase using Rosenshine's Principles and Teaching Walkthrus. • Support the SLT in monitoring the quality of teaching and learning. • Monitor and review assessment data from class teachers within the phase before submission deadlines. • Be responsible for behaviour management throughout the phase. • Support the provision of vulnerable students across the phase, including those with SEND.
Leading and Managing Staff	• Working with the SLT lead, motivate, support, challenge and develop all staff within the phase to secure continual improvement including their own CPD. • Coach and mentor colleagues within the phase. • Lead in the Performance Management of staff within the phase, as directed. • Coordinate staff to ensure effective organisation of special events e.g. year group productions, curriculum events etc. • Lead phase meetings, keeping minutes of agreed actions. • Promote staff wellbeing. • Work collaboratively across the schools to build effective learning communities.

Person Specification

	Essential	Desirable
Qualifications:	• Qualified Teacher Status. • Educated to Degree level.	• Evidence of and commitment to continuing professional development (e.g. NCTL Leading from the Middle or Leadership Pathways.) • Qualifications relevant to the phase.
Experience and skills	• Sustained experience of teaching in and implementing the Key Stage 1 curriculum. • Experience of leading a curriculum area/school improvement initiative. • A clear understanding of the essential strategies for improving the quality of learning and teaching in primary schools. • An excellent understanding of successful strategies for meeting the needs of all pupils. • Knowledge of a range of effective classroom and behaviour management strategies. • Lead by example especially as a class teacher and in meeting deadlines promptly. • Create a positive team spirit, delegating and negotiating when necessary and resolving conflict. • An ability to hold others to account for their performance and to deliver clear messages to ensure at least good pupil progress. • An understanding of CPD available to help improve practice. • Thorough understanding of and commitment to equality of opportunity. • Knowledge of safeguarding and child protection issues. • Experience of working with a wide range of technologies that support the development of the curriculum.	• Mentoring student teachers or NQTs. • Experience of teaching EYFS and KS1 • Forest school training and experience. • Coaching/Mentoring experienced teachers. • Knowledge of Rosenshine's Principles and Teaching WalkThrus • Apple Teacher accreditation. • Experience of planning and delivering whole school assemblies. • Knowledge of how educational technology can be used to support teaching and learning. • Ability to analyse data, to evaluate performance, and plan an appropriate course of action for improvement. • In depth knowledge of a core curriculum area or strategy. • Demonstrate strong coaching/mentoring skills including NQTs. • Ability to lead school-based INSET & parent/carers information meetings.

Personal Qualities and Attributes	• A love of teaching. • Courage and resilience. • A commitment to the highest standards. • A high level of self-motivation and ability to motivate others. • Well organised and an effective planner. • An ability to be innovative and inspire a love for learning. • Empathy and compassion. • Inclusive. • Awareness of the importance of confidentiality and data protection. • Ambitious. • Reflective. • High level of emotional intelligence, especially when under pressure.	• Desire to advance to Leadership scale.
--	---	--