



JOB DESCRIPTION

TITLE: Phase Leader

RESPONSIBLE TO: Headteacher

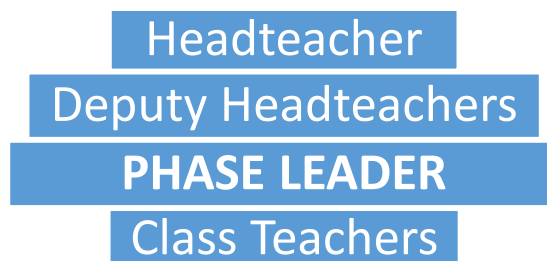
GRADE: MPS/UPS + TLR 2b

PURPOSE OF POST: The postholder has a whole school teaching and learning responsibility, leading a specific age phase and contributing to School Improvement through feedback to the Senior Leadership Team. Within that area the teacher will:

- Impact on educational progress beyond their assigned pupils
- Lead a curriculum area
- Be responsible for day-to-day organisation and management of the assigned phase, contributing to the delivery of the School Improvement Plan
- Be accountable for leading and managing whole school policy and practice in their phase

The postholder will actively participate in whole school self evaluation and development.

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

- The teacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions document and will undertake class teaching in a designated phase
- Day-to-day management of the staff and organisational aspects of the assigned team
- Contribute to the work of the Senior Leadership Team (SLT); and the self-evaluation and school improvement process by reporting regularly to the team
- To lead and be accountable for the work of a team of teaching and non-teaching staff ensuring that they have access to training to support their role if needed
- Liaising with other Team Leaders and settings (i.e. Nurseries and High Schools) to address transfer, transition, continuity and progression
- Liaise with other class teachers to ensure adequate and appropriate resources in the identified team
- Coordinating the planning of visitors/educational visits within assigned team, ensuring that all classes have access to such activities regularly
- Ensure personal professional development, being up-to-date in national and local developments, contributing to school networks and clusters and keeping others informed

- The induction of any new teachers appointed to teach in the assigned team (including induction of ECTs) and coordinating the work of students on teaching placement and work experience in the assigned team
- Liaising with the SENCo to ensure there is adequate and appropriate provision for Special Educational Needs and Disabilities within the assigned team
- The development, monitoring and evaluation of schemes of work, policy, assessment and teaching strategies, consulting with colleagues, identifying strategies and issues to the Leadership Team and Governing Body, and disseminating developments across the school.
- Take a lead role in assessment, ensuring that assessment data is analysed and used to inform teaching and learning routinely within the assigned team. Reporting to curriculum leaders as appropriate (e.g. English and Maths)
- Regular contribution to the school self evaluation process, identifying areas for development in the identified phase and incorporating this in planning the work of the team
- Effective management of teaching and learning resources to meet pupil needs including effective prioritising of financial expenditure
- Lead staff meetings, INSET days and parents' meetings as appropriate
- Play a full part in the life of the school community, supporting the ethos of the school, and encouraging team members and other staff to do likewise
- The postholder will ensure that school policies are reflected in all aspects of his/her work

DIMENSIONS:

Supervisory Management: Class Teachers within the assigned team

This job description will be reviewed regularly within the performance management cycle. It may be amended at any time after consultation between the member of staff concerned and the Headteacher.

DBS:

Because of the nature of this job, it will be necessary for an Enhanced criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on www.disclosure.gov.uk

PHYSICAL EFFORT: N/A

WORKING ENVIRONMENT: N/A

PERSON SPECIFICATION

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job

Essential :- without which the candidate would be rejected

Desirable :- useful for choosing between two good candidates

Attributes	Essential	Desirable
Experience	Minimum two years' experience of teaching Previous experience of working with colleagues in a lead role Experience of using data to inform target setting and planning	Previous involvement in School Self Evaluation and Improvement Planning Experience of performance management of others Previous senior leadership role
Skills/Abilities	Proven ability to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change Able to work as part of and contribute to a whole school team Able to monitor and evaluate teaching, learning and school policy Able to identify the necessary resources which ensure high quality teaching and learning Able to use IT to support both the curriculum and work organisation Able to communicate with a variety of stakeholders (e.g. colleagues, parents, Governors, the community, external agencies) A knowledge of Values Based education (including British Values)	Able to support colleagues in planning class based intervention to support progress towards pupil targets Willingness to develop self and others
Equality Issues	Demonstrable commitment to inclusive teaching and learning Awareness of the effects of discrimination on pupils, parents colleagues and policy	
Specialist knowledge	Demonstrable knowledge of curriculum and assessment Understanding of how to develop creativity in the curriculum	Specific curriculum area subject knowledge
Education and training	Qualified teacher status Evidence of ongoing CPD Knowledge of safeguarding and child protection legislation	A relevant National Professional Qualification (e.g. NPQML or similar) Recent training in up to date strategies for teaching and learning
Other requirements	A commitment to implement training on new initiatives to enhance learning	