



PIONEER LEARNING TRUST
Pursuing Excellence and Equity

JOB DESCRIPTION

TITLE: Phase Leader

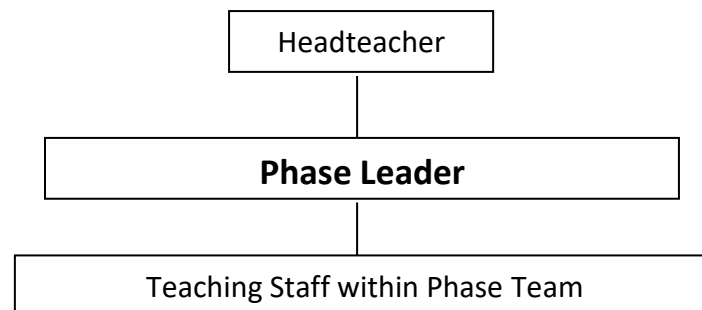
RESPONSIBLE TO: Headteacher at Whitefield Primary Academy

GRADE: MPR/UPR + TLR 2b (plus threshold, if applicable)

PURPOSE OF POST: The postholder has a whole school teaching and learning responsibility in the area of team leading a specific age phase (EYFS, KS1, Yrs. 3/4 or Yrs. 5/6), actively engaging with a school Curriculum Team and contributing to School Improvement as part of the School Leadership Team.

- Impact on educational progress beyond their assigned pupils
- Play a significant role in a Curriculum Development Team
- Be responsible for day-to-day organisation and management of the given age phase
- Be accountable for line managing teaching staff within the given age phase

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 year group.
- Take an active role in the School Management Team (SMT), contributing to the whole school evaluation and improvement process and reporting regularly to the Strategic Leadership Team.
- Uphold and follow through the decisions made by the Strategic Leadership Team (SLT), ensuring that the Phase team members fully understand decisions made and actions to be taken.

Leadership and Management of Others:

- To lead and be accountable for the work of a team of teaching and non-teaching staff responsible for developing policy and practice in identified curricular areas
- Work with colleagues to raise standards within the assigned phase
- Day-to-day management of the staff and organisational aspects of the identified phase
- Liaising with other Phase Leaders and other settings (i.e. Early Years settings & high schools) to address transfer, transition, continuity and progression
- Liaise and co-ordinate with other Curriculum Teams to ensure curriculum coverage and to track and monitor progression
- Liaise with other Curriculum Teams, Phase Leaders and class teachers to ensure adequate and appropriate resources in the identified Phase
- Ensure that team members have access to training to support their roles within the school

Curriculum Leadership Responsibilities:

- Ensure personal professional development, being up-to-date in national and local developments, contributing to school networks and clusters and keeping others informed
- 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
- Contribute to the setting and evaluation of whole school targets in the identified subjects
- Regular contribution to the school self-evaluation process, identifying areas for development in the identified subjects and incorporating this in planning the work of the team
- Effective prioritising of financial expenditure within the phase and within each subject, from an overall team budget Monitor planning to ensure that it supports the aims and objectives of the school and meets the needs of all pupils

Other Responsibilities:

- Effective management of teaching and learning resources
- To lead staff meetings, INSET days and Parents' Meetings as appropriate
- To 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

DIMENSIONS:**Supervisory Management: Class Teachers and non-teaching staff in the given phase and curriculum 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.

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	<p>Minimum two years experience of teaching within the Primary Phase</p> <p>Previous experience of working with colleagues in a lead role</p> <p>Demonstrable experience of leading school improvement</p>	<p>Previous involvement in School Self Evaluation and Improvement Planning</p>
Skills/Abilities	<p>Proven ability to deliver consistently high-quality lessons, evaluate the impact of these and develop future planning accordingly</p> <p>Able to lead others, persuading and influencing those resistant to the management of change</p> <p>Able to work as part of and contribute to a whole school team</p> <p>Able to monitor and evaluate teaching, learning and school policy</p> <p>Able to identify the necessary resources which ensure high quality teaching and learning</p> <p>Able to use IT to support both the curriculum and work organisation</p> <p>Able to communicate with a variety of stakeholders (e.g. colleagues, parents, Governors, the community, external agencies)</p>	<p>Able to support colleagues in planning class-based intervention to support progress towards pupil targets</p>
Equality Issues	<p>Demonstrable commitment to inclusive teaching and learning</p> <p>Awareness of the effects of discrimination on pupils, parents' colleagues and policy</p>	
Specialist knowledge	<p>Demonstrable knowledge of KS2 curriculum</p> <p>Awareness of thinking skills strategies</p>	<p>Awareness of the needs of visually impaired learners</p>
Education and training	<p>Qualified teacher status</p> <p>Evidence of ongoing CPD</p>	<p>Recent training in up to date strategies for teaching and learning</p>
Other requirements	<p>A willingness to attend training in and to use thinking skills strategies</p>	

The postholder will ensure that school policies are reflected in all aspects of his/her work