

Year Group or Phase Leader / Core Subject Leader

Job purpose including main duties and responsibilities

In addition to the General Professional duties set out in the School Teachers' Pay and Conditions Document the following duties are attached to the post of Year Group Leader/Core Subject Leader.

The post holder, in addition to the requirements of all class teachers (see Class Teacher job description), will be required to undertake the following areas of responsibility and key tasks.

Main objectives of the post:

1. Lead, manage and promote high-quality teaching and learning across a group of specified classes or subject area(s), leading by example as an exemplary teacher, consistently role modelling high expectations and the expected standards of the School and Academy Trust.
2. Lead a team of teachers and support staff as required, providing performance management, coaching and mentoring for staff as directed by the Head teacher.
3. Work in conjunction with the Head teacher and other relevant members of staff in developing and monitoring a curriculum and assessment framework for a group of specified classes or subject area(s), raising standards and attainment for all, including those pupils who are disadvantaged.
4. Plan and implement strategies and interventions for teaching and learning that are appropriate for all pupils, regardless of their ability or needs, working alongside the SENDCo and Senior Leadership Team where necessary.
5. Ensure plans such as education, health and care plans, individual healthcare plans and behaviour plans and other provision plans are implemented across a group of specified classes or subject area(s), working alongside the SENDCo, Senior Leadership Team and external agencies where necessary.
6. Identify need for in-class support, e.g. teaching assistants, and organise and deploy the relevant support, including managing timetables.
7. Monitor lesson planning, resources, assessment and pupils' work to ensure high expectations and that the expected standards of the School and Academy Trust are met and exceeded, working in line with agreed policies.
8. Monitor the quality of teaching and learning across a group of specified classes or subject area(s) utilising methods such as lesson observations and work scrutiny, and giving feedback in line with School and Academy Trust policies.
9. Monitor and evaluate teaching and learning across a group of specified classes or subject area(s) to guarantee progress for all pupils, including those pupils who are disadvantaged, and identify and monitor areas for improvement.
10. Lead on assessment procedures, record keeping and reporting across a group of specified classes or subject area(s).
11. Work alongside the leadership team to monitor and promote effective pupil progress, including reporting at pupil progress review meetings. Use data to set achievable expectations and targets for staff and pupils in relation to pupil achievement and quality of teaching.
12. Provide information about curriculum, targets, assessments and progress to pupils and parents, including via electronic and non-electronic communications, pupil reports and the school website.

13. Take responsibility for organising additional learning opportunities, including educational visits, and ensuring necessary safeguarding and risk assessment procedures are followed across a phase or specified group of classes.
14. Ensure classroom environments are engaging, inclusive and vibrant, and promote the highest standards of work by all pupils.
15. Assist in creating and implementing positive strategies that support pupil behaviour and celebrate equality, inclusion and diversity, working with colleagues and parents & carers, leading by example and ensuring that the values and policies of the School and Academy Trust are implemented across the school.
16. Role model professional communication with colleagues, parents and carers, the wider community, and governors.
17. Take responsibility for aspects of day to day leadership of the school, e.g. timetables and duty rotas; whole school behaviour leadership; responding to parents within a phase or specified groups of classes; leading whole school assemblies and events; supporting with start of and end of day procedures, and other relevant activities as directed by the Head Teacher.
18. In addition, the leader will undertake any professional duties reasonably delegated to the post holders by the Head teacher, and are expected to uphold the principles and policies of the School and Academy Trust which underpin exemplary practice and the raising standards.

Person Specification

Qualifications & Education	E/D
Qualified Teacher Status	E
Evidence of continued professional development	E

Experience, Knowledge and Skills	E/D
Proven track record of exemplary teaching across the primary phase, including highly effective lesson planning, assessing, record keeping and reporting	E
Experience of phase or whole school curriculum design, preparation and administration of assessments, including statutory National Curriculum tests or EYFS assessments, and using data strategically to track pupil progress and raise attainment	E
An understanding of how to actively promoting the achievement of disadvantaged pupils and groups with evidence of impact in previous roles	E
Successful leadership of a curriculum subject or area of learning, or phase, with evidence of impact.	E
Planning for school improvement and managing a curriculum budget	E
The ability to work as a cohesive team member offering support to colleagues and leading by example with a proven track record of effective team work and the impact of this work	E
Successful line management of others and staff development, including coaching and mentoring	D
The ability to establish and maintain excellent relationships with pupils, staff, parents and governors,	E
Experience of liaising with Governors, with an understanding of the role of an effective Governing Board	D
Excellent communication skills (written, oral and presentation) with a range of audiences	E
Ability to be a role model to colleagues, pupils and other stakeholders, consistently role modelling high expectations and the expected standards of the School and Academy Trust, in line with agreed policies.	E

Personal Attributes	E/D
Resilient, flexible and open to change	E
An ability to think strategically and creatively	E
Excellent organisational skills	E
A commitment to safeguarding and promoting the wellbeing of children, including a commitment to equality and inclusion	E
Professional and honest	E

Special Requirements	E/D
Be able and willing to work outside normal hours, if required, in order to meet the demands of the role	E
Suitability to work with children	E
Be committed to the Academy Trust's and School's vision and values	E

KEY

E/D Essential or Desirable