

JOB DESCRIPTION: PHASE LEADER

Job title:	Phase Leader
Responsible to:	Principal
Core purpose of the role:	To secure high standards of teaching and learning within their phase, with the guidance and support of the Principal

TRUST RESPONSIBILITIES

- To ensure that the responsibilities of the role are carried out in a way which reflects the mission and the values of the Trust
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Safeguarding children, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person
- To uphold our commitment to safeguarding and to promote the wellbeing of children
- To contribute to a culture of continuous improvement
- To comply with all reasonable management requests

PURPOSE OF THE ROLE

The Phase Leader will support the Principal of Academy and the SLT in:

- Securing high standards of teaching and learning within their phase, with the guidance and support of the Principal
- The professional leadership and management of the phase to enable its aims, values and vision to be achieved.
- Lead a core subject in the academy and support its development across the Trust
- Ensuring that the aims and ethos of The Academy are evident in all areas of school life
- Demonstrating a commitment to academic excellence and a safe teaching and learning environment within your phase and the school
- Supporting the Principal in managing and developing staff and resources within your phase
- Working with the Principal, senior leadership team and school staff to implement the strategic vision for the school focused on continuous improvement
- Working with the Principal and senior leadership team to deliver ambition and challenge in terms of pupil attainment and progress.
- Monitoring staff within the phase to ensure teaching, learning and pupil outcomes are of the highest possible standard
- Class teaching responsibility

ACCOUNTABILITY

You are responsible to the Principal, Local Advisory Body and Trustees.

KEY RESPONSIBILITIES

All teachers work within the statutory conditions of employment set out in the current School Teachers' Pay and Conditions Document. The duties listed below are not an exhaustive list.

Shaping the Future

Support the Principal in:

- Working with the Principal and senior leadership team, implement and sustain the shared aims, values and vision for the school; ensuring these are clearly articulated, shared, understood and modelled effectively by you and by your teams.
- Ensuring the school provides education of the highest quality within a happy, secure environment.
- Closely monitoring progress made in the phase on an on-going basis.
- Support the Principal in the creation and implementation of the Academy Improvement Plan.
- Actively model and promote a culture of high ambition and expectation.

Leading Learning and Teaching

Work with the Principal to:

- As a teacher and phase leader, provide a broad, balanced, engaging and challenging curriculum, that fully meets the requirements of the National Curriculum and its assessment, and which is relevant to and accessible to all pupils.
- Secure excellent teaching and demand ambitious standards for all pupils (including most able, SEND, pupil premium).
- Reviewing assessment procedures to ensure pupils in the phase make good or better progress
- Create and maintain effective relationships within the team; build a culture of high expectations within the team.
- Plan and lead allocated school assemblies and acts of collective worship.
- Implement strategies that secure high standards of behaviour.
- Support colleagues by sharing and modelling effective classroom practices, and by monitoring these in order to secure on-going development and improvement.
- Engage in detailed and rigorous analysis of evidence which demonstrates pupil progress; respond and intervene appropriately.
- Support colleagues in identifying and removing barriers to learning.

Developing Self and Working with Others

Work with the Principal and senior leadership team, to:

- Maintain good relationships with staff, pupils, parents, governors, the members of the local community and the Aspire Academies Trust.
- Support and inspire staff, encouraging each member's delegated areas of responsibility, valuing each individual's contribution, and building a cohesive staff team.
- Regularly review own practices, set personal targets and take responsibility for own personal development.
- Where time out of the classroom is allocated, ensure this is highly structured, focused and effectively supports and develops the quality of teaching in the phase.
- Engage in regular professional enquiry to inform your practice and that of others.

Managing the Organisation

Work with the Principal to:

- Support the internal organisation, management and control of the school on a day-to-day basis in accordance with the policies of the Local Advisory Body and all applicable legislation.
- Ensure the resources are used effectively and efficiently to achieve the school's educational priorities and goals.
- Engage in effective collaborative work across the Trust and support and encourage colleagues to do the same.
- Implement Academy policies.
- Act as Performance Reviewer for staff in line with the Performance Management structure.
- Implement the Academy's behaviour policy and actively work with colleagues to ensure standards of behaviour are high.
- Implement the Academy staff code of conduct, ensuring standards of professional conduct are always high.

Securing Accountability

Work with the Principal to:

- Ensure the school's accountability to a wide range of groups (e.g. phase teams, senior leaders, governors, parents and The Trust). Support and hold to account others where performance falls below expectations.
- Ensure the provision of high quality education which is challenging, engaging and which pupils enjoy.
- Use robust systems for school self-evaluation, offering high levels of support, challenge and intervention as required.

- Adhere to an agreed phase leader monitoring schedule, reflecting and acting upon findings on an on-going basis.

Strengthening Community

Support the Principal to:

- Maintain and foster a caring and inclusive school community in which the aims, values and vision of the school are promoted and developed within a broader awareness of the multicultural diversity of society.
- Provide regular, informative communications between school and home and encourage close parental involvement in and support for children's education.
- Ensure phase team colleagues maintain close and regular contact with and professional relationships with parents/families.

Safeguarding

- To be responsible for promoting and safeguarding the welfare of children.
- To comply with responsibilities under the Data Protection Act (2018) for the security, accuracy and significance of personal data held on paper or electronic systems
- Maintain close contact with the Principal and Safeguarding lead regarding pupils in the phase causing concern.

Job Context

This post is class based. An element of non-class-based leadership release accompanies the role and will be decided by the Principal and Aspire. The post holder will be required to operate within and meet:

- the Teachers' Standards.
- the Trust's policies.

This job description is not exhaustive; the post holder may be required to undertake such other duties, commensurate with the post, as may from time to time be assigned by the Executive Principal, Head of School or the Local Advisory Body.

HEALTH & SAFETY

To be aware of and comply with the Trust's health and safety policies.

SAFEGUARDING

Aspire Academies Trust is committed to safeguarding and promoting the welfare of children and expects all employees to share this commitment.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of Aspire Academies Trust pre-employment checks. Please note that additional information referring to the Disclosure and Barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

DATA PROTECTION

To be aware of and comply with responsibilities under the Data Protection Act (2018) for the security, accuracy and significance of personal data held on paper or electronic systems.

This document will be reviewed annually, as part of the performance management programme. The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

Notes:

- This document does not form part of the contract of employment.
- This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.
- The Trust has, at its discretion, the right to ask you to work in a different school across the Trust, if the need arises.

TEACHERS' STANDARDS

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

PERSON SPECIFICATION

Qualifications/Knowledge/Experience	Essential/Desirable
QTS	E
A commitment to further professional development and ensuring this impacts positively on self and others	E
A commitment to high expectations and to raising standards for all pupils	E
Evidence of high level expertise in teaching and learning strategies	E
Evidence of effective leadership	E
Experience of teaching at KS1 / KS2	E
An understanding of national curriculum and statutory assessment requirements at the appropriate key stage	E
A strong understanding of the school's vision, values and expectations	E
A knowledge and understanding of strategies to effectively raise pupil attainment	E
A commitment to the Academy's values and to taking an active, collaborative role in the context of the MAT	E
Strong interpersonal skills	E
Enthusiasm and an ability to motivate	E
Experience across the whole primary age range	D
Experience in the preparation and administration of statutory national curriculum tests	D
Experience of planning and managing the work of teaching assistants	D
The ability to contribute to a specific curriculum area or areas	D

Aspire Leadership and Professional Skills Descriptors

- Able to manage personal and professional development to create a collaborative learning culture
- Able to act on evidence, using performance data to inform actions
- Able to develop teaching and learning, playing key roles in enhancing the curriculum and the use of effective assessment practice.
- Understands the need for accountability, resolving barriers to conflict and robustly challenging underperformance.
- Able to manage resources effectively.
- Able to influence and build trust through communication
- Demonstrates resilience with tenacity to stay the course

