

Job Description for the Post of Assistant Primary Phase Leader, Arbour Vale School

Salary and grade:	Main Pay Scale 1-6, SEN Allowance, Plus TLR 2B
Line manager/s:	Primary Phase Leader (Assistant Principal)
Supervisory responsibility:	The Postholder will provide professional support to all classroom-based staff within the Primary Phase. Line management support of Primary phase classroom-based Teachers and STAs

Job Purpose:

To support the phase lead in the smooth and effective day to day operational running of the department, deputising for the Phase Leader as required. The postholder will provide teaching and learning, pastoral care and behaviour management support whilst undertaking a wide range of administrative tasks.

Key Responsibilities:

Leadership Support

- Act as a point of contact for staff within the phase when the Phase Lead is unavailable.
- Contribute to staff briefings, training sessions, and collaborative planning
- Support the induction of new staff, volunteers, and trainee teachers
- Model professional conduct, teamwork, and a commitment to continuous improvement
- Demonstrate effective staff leadership and coordination, motivating colleagues and fostering positive working relationships at all levels
- Exercise effective staff management in coordinating school support services, lead and motivate others and generate effective working relationships at all levels
- Maximise/add value to the contribution of all staff in enhancing our pupil's school and life experiences
- Create and maintain good working relationships among all members of the Academy community
- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Make a positive contribution to the wider life and ethos of the school
- Support the professional development of staff through coaching, mentoring, and constructive feedback
- Contribute, where appropriate, to performance management and appraisal processes

Teaching & Learning Support

- Assist the Phase Lead in monitoring the quality of teaching, learning, and classroom environments across the phase
- Help implement curriculum plans, assessment strategies, and enrichment activities.
- Support the use of data to track pupil progress and identify pupils needing additional support.
- Contribute to self-evaluation and school improvement planning within the phase
- Support quality assurance activities such as lesson observations and learning walks
- Promote inclusive teaching approaches and adaptive practice to meet a wide range of SEND needs
- Support the effective implementation of Education, Health and Care Plans (EHCPs) in line with statutory requirements

Pastoral & Behaviour Support

- To take a lead pastoral role in conjunction with the Primary Phase Department Leader to identify vulnerable students who might benefit from Early Help support via the Home School Liaison team
- Promote a safe, nurturing, and inclusive atmosphere for all pupils
- Support behaviour management strategies in line with school policy
- Assist with safeguarding procedures, reporting concerns promptly to designated staff.
- Build positive relationships with pupils, staff and parents, modelling high expectations and emotional regulation.
- Enhance communication between school and home, monitoring the quality of pupil feedback in Home-School Planners to ensure parents are informed and professional standards are maintained

- Provide increased opportunities for parents/carers to become actively involved in their child's learning development
- Monitor attendance of those young people considered most vulnerable and in conjunction with the Main Office staff, DSL and Principal, identify strategies/interventions to re-engage the child and always ensure their safeguarding
- To actively promote and encourage 'Student Voice' encouraging greater independence, self-esteem, and confidence by taking responsibility for themselves and their peers.
- Ensure full compliance with Keeping Children Safe in Education in all interactions with pupils
- To promote the school's 'Equality and Diversity' policy and be proactive in tackling specific issues such as bullying, peer on peer abuse, racial tension, homophobia.
- Contribute to a strong safeguarding culture where pupils' welfare is paramount

Operational & Administrative Duties

- Support the organisation of daily routines, staffing, and phase-wide activities
- Assist with communication between staff, parents, and external agencies
- Help coordinate events such as assemblies, trips, parent workshops, and themed days
- Support with admin tasks such as Risk assessments, positive behaviour support plans and checking of pre annual review paperwork
- Ensure all documentation meets statutory and school policy requirements, including safeguarding and SEND processes

Safeguarding, Behaviour and attitudes to learning

- Maintain good relationships with staff and pupils, exercise appropriate authority, and act decisively, when necessary, in line with school policies and procedures
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of all pupils
- Have high expectations of behaviour, promoting self-regulation and independence of all learners
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
- Act at all times in accordance with safeguarding and child protection policies, ensuring concerns are recorded and reported appropriately in line with statutory guidance

Efficient and effective use of resources

- Ensure effective use of funding streams, to maximise impact/student benefit
- Seek to ensure adequate physical and learning resources
- Ensure compliance with health and safety requirements, including the completion and monitoring of risk assessments

Accountability

The Assistant Primary Phase Leader will:

- Work closely with and report to the Primary Phase Leader and DSL
- Work collaboratively with the Local Governing Body and those sub-committees as appropriate
- Provide information, objective advice and support to the Local Governing Body to enable it to meet its statutory responsibilities
- Present a coherent and accurate account of work undertaken to support vulnerable children and services to provide Early Help to their families
- Work with all stakeholders, locally, nationally and internationally, as appropriate in providing access to Early Help services
- Support statutory processes including EHCP reviews and multi-agency working in line with the SEND Code of Practice

Additional notes

- Job Descriptions are to be reviewed annually
- The responsibilities listed above are the essentials of the post; it is always open to the postholder to propose ways of extending these responsibilities
- This job description is not exhaustive and you may be asked to carry out other duties commensurate with the role.

Person Specification for the Post of Primary Phase Leader, Arbour Vale School

The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Area	Requirements	Essential/Desirable
Qualifications	Qualified Teacher Status (QTS)	Essential
	Degree or equivalent qualification	Essential
	Evidence of continuing professional development (CPD), particularly in SEND	Essential
	National Award for SEN Coordination or willingness to work towards	Desirable
	Safeguarding training (e.g. DSL / Level 3 safeguarding)	Desirable
Experience	Experience of teaching pupils with Special Educational Needs and Disabilities (SEND), including complex needs	Essential
	Experience of working within a primary phase setting	Essential
	Experience of supporting or leading staff (formal or informal leadership)	Essential
	Experience of working with external agencies (e.g. therapists, social care)	Essential
	Experience of monitoring teaching and learning or supporting school improvement	Desirable
	Experience in pastoral leadership or behaviour management in a specialist setting	Desirable
Knowledge & Understanding	Strong knowledge of SEND practice, including autism, communication needs, and SEMH	Essential
	Understanding of statutory safeguarding responsibilities and child protection procedures in line with Keeping Children Safe in Education	Essential
	Knowledge of the SEND Code of Practice	Essential
	Understanding of inclusive teaching strategies and adaptive practice	Essential
	Knowledge of behaviour management approaches, including positive behaviour support	Essential
	Understanding of assessment, tracking, and use of data to improve pupil outcomes	Essential
	Awareness of equality, diversity, and anti-discriminatory practice in schools	Essential
	Understanding of school accountability, Ofsted expectations, and regulatory frameworks	Desirable
Skills & Abilities	Ability to support, motivate, and lead staff effectively	Essential
	Strong classroom practice with the ability to model outstanding teaching	Essential
	Ability to analyse pupil data and implement targeted interventions	Essential
	Excellent communication skills with pupils, staff, parents, and external professionals	Essential
	Ability to manage behaviour positively and de-escalate challenging situations	Essential
	Strong organisational and administrative skills (e.g. risk assessments, reports, EHCP-related paperwork)	Essential
	Ability to work collaboratively and build strong professional relationships	Essential
	Ability to deputise for the Phase Leader and make sound decisions under pressure	Essential

	Competence in using IT systems to support teaching, tracking, and communication	Desirable
Personal Attributes	Commitment to safeguarding and promoting the welfare of children and young people	Essential
	Commitment to inclusive education and improving outcomes for pupils with SEND	Essential
	Resilience, adaptability, and the ability to remain calm under pressure	Essential
	Reflective practitioner with a commitment to continuous professional development	Essential
	Ability to act with integrity, professionalism, and confidentiality	Essential
	Positive attitude, enthusiasm, and commitment to the wider life of the school	Essential
	Willingness to challenge poor practice and uphold school policies	Essential
	Ability to build rapport with pupils and staff	Desirable

Orchard Hill College & Academy Trust is proud to be a Disability Confident Employer, committed to creating an inclusive and supportive workplace for all.

Orchard Hill College & Academy Trust endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

*This **Job Description** and **Person Specification** is current but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.*

*In line with the statutory guidance in Keeping Children Safe in Education, the Trust reserves the right to request and review references **prior to interview** as part of our safer recruitment process. Any concerns raised will be followed up with the applicant before a recruitment decision is made.*