

Class Teacher/ Phase Leader Application Pack

Thank you for your interest in the role of **Class Teacher and Phase lead** at **Brooke Hill Academy**, we hope you will feel inspired to apply to be part of our team on our journey to 'Destination Excellence'

We are looking for an exceptional class teacher and aspiring senior leader to join our team and play a leading role in the next stage of our schools journey. The post will be teaching in Upper Key Stage 2, leading the phase team and have whole school responsibility for data and standards. As a Senior Leader you will work closely with the other phase leaders, curriculum lead and Headteacher to provide the very best education for our children. You will also work with our cross-Trust teams on planning and sharing opportunities and expertise across our three schools.

We are looking for someone who can:

- Lead and inspire others in delivering an excellent education for our children
- Work collaboratively with others, supporting, challenging and learning from each other
- Has a passion for their own professional development
- Plan and deliver engaging and differentiated lessons that cater to the needs of all learners
- Foster a positive and inclusive classroom culture that promotes well-being and academic excellence
- Build strong relationships with students, parents, and colleagues to support the holistic development of each child

In return you will be part of a:

- Supportive leadership and a collaborative working environment
- Opportunities for professional growth and development
- Focus on staff well-being and work-life balance
- Positive and inclusive school culture
- Inspiring learning environments and a commitment to further develop this

Contract Type: Permanent

Start Date: September 2025

Salary: MPS 1 – 6 (+TLR 2A as Phase Leader)

Brooke Hill Academy was praised by Ofsted (March 2024) and retained it's Good school status. Since then, it has gone from strength to strength continuing to build an exceptional team. We have a committed and supportive team who are passionate about our school where everyone is willing to go the extra mile every day and be actively involved in all aspects of school life.

Brooke Hill Academy is part of the Brooke Hill Academy Trust comprised of three primary schools in Rutland and Lincolnshire. We share a common bond and staff work closely together to provide the best education and many opportunities for the children to work, learn and have fun with other children from across the Trust.

Visits to the school are encouraged and can be arranged by contacting

Kerry.Murray@brookehillacademytrust.education or by telephoning 01572 724214

Thank you again for considering joining Brooke Hill Academy Trust, we look forward to meeting you soon.

To apply please complete the application form and return with a supporting statement. Please ensure your supporting statement covers all of the essential aspects in the person specification (using the headings):

- **Qualifications and Self-Development**
- **Experience, Knowledge and Understanding**
- **Skills**
- **Personal Ethos**

The supporting statement should be no more than 2 - 3 sides of A4 (calibri/apptos font size 12). The supporting statement will be used to shortlist candidates against the person specification.

Brooke Hill Academy Trust is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people. We are committed to safer recruitment, all offers of employment will be conditional pending positive references, enhanced DBS, qualifications and medical checks. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Please visit our website to view our safeguarding policies. Wherever possible references will be gathered after shortlisting prior to interview.

If you have any questions or require further information, please email:
Kerry.Murray@brookehillacademytrust.education or by telephoning 01572 724214

The closing date for this post is Friday 16th May 2025 at 12pm

Phase Leader Person Specification

To be covered in Application Form and Supporting Statement

Essential	Desirable
Qualifications and Self Development	
Degree	Further relevant professional qualifications
Qualified Teacher Status	Commitment to ongoing professional development
Readiness for senior leadership and demonstrates how they will take on the phase leader role to have an impact in both their phase and across the school	Relevant recent roles or professional development that helps prepare for this position
Experience, Knowledge and Understanding	
Experience of whole school leadership of a curriculum area or other whole school aspect	Experience of working in different Key Stages
Middle leadership experience. Including undertaking a range of monitoring and evaluating evidence.	Experience of standards monitoring, gathering data and evidence and planning next steps effectively to ensure continuous improvement
Ability to deliver quality English and Maths including at greater depth to ensure strong progress of all children	Experience of statutory testing administration (e.g. MTC, SATs etc)
Understanding of working with children with a range of learning needs/ SEND and strategies to support them effectively	
Experience of holding yourself to account to raise standards for all children, especially those who are disadvantaged.	
Skills	
Able to inspire, motivate and inspire pupils to achieve their potential	Monitoring of whole school standards
Ability to plan for and manage teaching assistants effectively to ensure positive impact on pupils.	Experience of planning and leading a whole school development or initiative and working with stakeholders to ensure success
Ability to differentiate learning effectively to ensure all children make strong progress in every lesson and over time	
Strong communication and interpersonal skills	
Personal Ethos	
High expectations for children in both learning and behaviour	Passion for promoting well-being and creating a culture of excellence
A positive and energetic attitude with high expectations of self as a professional teacher	An understanding and commitment to supporting disadvantaged children
Able to work effectively as part of a team and contribute positively to the life of our school	

Aspects to be covered at Interview (not on application form)

Essential	Desirable
Qualifications and Self Development	
Self-motivated and eager to develop professional knowledge, skills and understanding	
Experience, Knowledge and Understanding	
Readiness for senior leadership	Knowledge of OfSTED expectations, Education Acts and other relevant legislation
A clear understanding of expectations for learning and how to secure excellent outcomes.	Experience of using assessments to set targets
An ability to reflect effectively about own practice and hold yourself and others to account	
An understanding of different vulnerable groups and how to support them effectively	
Knowledge and understanding of effective assessment strategies.	
A thorough understanding of, and commitment to uphold all safeguarding systems and policies	
Understanding of how to promote children's SMSC development and British Values	
Skills	
Able to lead others, to challenge, investigate, solve problems and make decisions	Enthusiasm and ability to use ICT creatively across the curriculum
Practical understanding of effective teaching, learning and classroom management strategies	A creative approach to developing an effective <i>learning</i> environment
Ability to lead and support TA's effectively to support children's learning	Understanding of the role which can be played by parents in improving outcomes for children
Resilient under pressure	
Able to deal sensitively with staff, parents and pupils	
An ability to work with and engage parents effectively to represent the school positively	
Personal Ethos	
A passion and enthusiasm for teaching with a desire to fulfil every child's potential	
Calm and positive approach	
Ambition to be an outstanding teacher actively involved in all aspects of our school.	

Phase Leader Job Description

Phase leaders will play an essential role in supporting their phases to ensure children and staff well-being is prioritised, deal with operational issues within their phase and ensure that high quality teaching and learning and structures are in place to support all children to make good progress.

Phase Responsibility

- Undertake the role as the lead professional representing the school positively and professionally in all work with colleagues, other professionals, parents and children both within school and externally. As a lead professional you will:
 - Be a role model providing high quality teaching and learning to support strong pupil progress in your class.
 - Set high expectations for learning, behaviour in your class and phase and ensure that these are upheld by the children and staff.
 - As appropriate seek CPD for yourself and the phase team including leading training to upskill staff.
 - Be a role model to other staff in your teaching, professionalism, conduct and attendance, working on your own initiative, take responsibility and ensure the schools ethos and expectations, teaching methods, learning and environment are adhered to and promoted.
- Oversee standards across the phase and be accountable for statutory assessment points and progress in the phase.
- Oversee the day-to-day operation of the classes and lead the staff team in these year groups, ensuring that all subjects and timetabling are followed.
- To ensure there is consistently high-quality teaching and learning in all classes so that all children achieve well, working in partnership with the Class Teachers to provide support, whilst enabling them to flourish and develop their own classroom practice.
- Coordinate curriculum enrichment and events in the phase liaising as SLT regarding dates and organisation.
- Lead using the school behaviour system ensuring all teachers have high expectations and standards in behaviour and being the first line of support when needed.
- Be the next port of call for parents if there are issues/ concerns they are unable to resolve with the class teacher.
- Work with the SENDCO to ensure that children identified as vulnerable, PP and SEND are effectively supported and monitored.
- Organise meetings with the phase team. These meetings will support school improvement priorities and follow up on training and new initiatives introduced through staff meetings/ Trust training.
- Work as part of the Senior Leadership Team and be involved in meetings regarding the development and management of their phase.
- Report to the Headteacher, and CEO as required on the standards and progress in their phase and across the school.

Leading Well-Being

- Responsible for ensuring positive staff well-being in their phase and be the first port of call for day-to-day operational aspects that may occur (such as deployment of support staff).
- Check in with staff each week and lead initiatives to promote positive staff well-being.
- Check in with class teachers about children's well-being and report any concerns to the pastoral team.
- To be responsible for ensuring that their phase is well supported and bring any suggestions or concerns directly to SLT.

Class Teacher Job Description

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and the Teachers Professional Standards. It may be modified by the Trust, following consultation, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Teaching and learning

To adhere to the teaching standards and uphold the professional code of conduct expected of professional teachers

1. Identify and adopt the most effective teaching approaches for all pupils, acting upon advice, training and support to develop practice.
2. To follow all school systems and expectations for teaching, learning and behaviour.
3. Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
4. Assess, monitor, record and report on the learning needs, progress and achievements of pupils, making accurate and productive use of assessment
5. Adapt teaching to respond to the strengths and needs of pupils
6. Set high expectations which inspire, motivate and challenge pupils
7. Promote good progress and outcomes by pupils
8. Demonstrate good subject and curriculum knowledge
9. Participate in arrangements for preparing pupils for external tests
10. Take part in the school's appraisal procedures
11. Take part in further training and development in order to improve own teaching
12. Take part in the appraisal and professional development of others, where appropriate

Whole-school organisation, strategy and development

1. Support the aims, ethos and expectations of the school.
2. Actively participate in staff training and seek appropriate training opportunities to develop self.
3. Attend team and staff meetings.
4. Collaborate and work with colleagues and other relevant professionals within and beyond the school
5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
6. Make a positive contribution to the wider life and ethos of the school
7. Communicate effectively with pupils, parents and carers

Health, safety and discipline

1. Promote the safety and wellbeing of pupils
2. Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Personal and professional conduct

1. Uphold the school's code of conduct.
2. Ensure that all required deadlines are met on time.
3. Ensure that all school expectation and policies are adhered to at all times, seeking clarification if unsure.
4. Represent the school in a positive and professional manner in all interactions with stakeholders and the wider community including through social media
5. Ensure that confidential school information is not released to other members of staff, parents or children unless through authorised channels.
6. Develop effective professional relationships with colleagues
7. Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school

8. Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
9. Understand and act within the statutory frameworks setting out their professional duties and responsibilities
10. Undertake any reasonable additional duties as directed by the Head Teacher.

Safeguarding

1. Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
2. Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
3. Promote the safeguarding of all pupils in the school
4. To share in the school commitment to safeguarding and promoting the welfare of children.
5. To undertake safeguarding training and seek additional information and training as appropriate.

School Development Lead (not ECT):

In addition to the professional duties of a class teacher, all teachers are expected to undertake the following duties in relation to leading an aspect of school development, initiative or curriculum area.

- Promote their focus area within the whole school curriculum and keep its profile high with all staff.
- Advise on the development of their focus aspect and support colleagues on its implementation.
- When requested, present the senior leaders with accurate and up-to-date information, based on ongoing monitoring, of standards and progress across the school in their aspect with particular attention to the end of Key Stages.
- Monitor and evaluate the expectations and effectiveness of activities within their aspect and report to the Head Teacher.
- Monitor and evaluate year group subject content to ensure sufficient challenge for the children.
- Produce and monitor an action plan of the subject identifying priorities and advising the Head Teacher of spending needs. Where appropriate use this document to support the Head Teacher in developing the School Improvement Plan.
- Develop and review policy documents where necessary.