



CLASS TEACHER WITH PHASE LEADER RESPONSIBILITY

Job Description - Teacher MPS/UPS with TLR2 for Phase Leadership

This job description outlines, within the terms of your conditions of employment, the range of professional duties attached to the post. It is not a comprehensive definition of those duties. The terms and conditions of the employment of a teacher are clearly stated in the current School Teachers' Pay and Conditions document. The post holder will be expected to uphold the professional standards for qualified teachers.

Responsible to: Headteacher

Main purpose of the role:

- In addition to carrying out the duties of a teacher, the Phase Leader will play a key role in the distributed leadership and management of the school.

All staff responsibilities:

- To live our school values, demonstrating friendship, equality, respect, determination and inspiration in your everyday work life.
- To value professional development and welcome any training opportunities to develop personal skills and knowledge.
- To agree to follow the school's policies and procedures including having regard to Child Protection and the Safeguarding of children.

Phase Leader responsibilities:

As a Phase Leader you will be required:

- To support the development and achievement of the school's vision to secure success and improvement for all
- To be wholly committed to ensuring children and young people are fully supported and safe
- To safeguard all children and young people whilst promoting their welfare.
- To play a major role in ensuring high quality education for all pupils and improvement in standards of learning and achievement in the Key Stage/Phase
- To fulfil responsibilities as set out in the Teachers Standards
- To foster high standards of learning and achievement across the curriculum for all pupils regardless of background, ethnicity, gender or disability.
- To actively engage with parents to encourage their involvement with their child's education.
- To plan and deliver a broad-based curriculum in line with the National Curriculum and the school's policies.
- To create a stimulating, well-organised and purposeful learning environment, keeping classroom and shared areas tidy at all times.
- To work in close partnership with relevant staff to promote continuity of provision, practice and management across the school
- To work in close partnership to ensure a smooth transition between phases, including planning transitional events
- To encourage the good conduct and behaviour of the children both in the classroom and around school through the successful implementation of the school's behaviour policy.
- To actively reinforce the ethos within school, which positively encourages high expectations and self-esteem
- To demonstrate a strong commitment to your own professional development including your participation in the school's performance management system.
- To develop and maintain good relationships with pupils, parents, colleagues, and outside agencies.
- To implement the school's policies on assessment and record keeping; marking work, setting targets and reporting progress on pupil attainment.
- To take an active part in the school's system of self-review and development.



- To undertake basic administrative tasks required; to lead or attend assemblies and meetings, and to carry out other duties as reasonably requested by the school.

Teachers' Standards, DFE, 2011. A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils (TS1)
2. Promote good progress and outcomes by pupils (TS2)
3. Demonstrate good subject and curriculum knowledge (TS3)
4. Plan and teach well-structured lessons (TS4)
5. Adapt teaching to respond to the strengths and needs of all pupils (TS5)
6. Make accurate and productive use of assessment (TS6)
7. Manage behaviour effectively to ensure a good and safe learning environment (TS7)
8. Fulfil wider professional responsibilities (TS8)
9. Demonstrate consistently high standards of personal and professional conduct (PART TWO)

A) Planning, Development and Co-ordination

1. To set challenging teaching and learning objectives which are relevant to all pupils in their classes.
2. To use teaching and learning objectives to plan lessons and sequences of lessons.
3. To select and prepare resources, and plan for the effective and safe organisation, taking into account pupils' interests, learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
4. To contribute to the teaching team, meetings and events.
5. To plan for the deployment of support staff where deployed to contribute to pupils' learning.
6. To plan for opportunities for pupils to learn in and outside of school contexts.
7. To produce long, medium and short term plans in accordance with the school's policies and procedures and within required deadlines.

B) Teaching, Learning and Classroom Management

1. To have high expectations, which inspire, motivate and challenge pupils and build successful relationships centred on teaching and learning.
2. To establish a purposeful and stimulating learning environment where diversity is valued and where pupils feel safe, secure and confident.
3. To teach the required knowledge, understanding and skills relevant to the curriculum for pupils in their age range.
4. To teach well-structured sequences of lessons and schemes of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and provide collaborative opportunities.
5. To promote active and independent learning that enables pupils to think for themselves and plan and manage their own learning.
6. To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to promote good progress and outcomes by all.
7. To organise and manage teaching and learning time effectively.
8. To organise and manage the physical teaching space, tools, materials and resources safely and effectively with the help of support staff where appropriate.
9. To set high expectations for pupils' behaviour and conduct and establish a clear framework for classroom discipline in line with the school's policy. Anticipate and manage pupils' behaviour constructively and promote self-control and independence.
10. To use IT effectively to enhance the delivery of teaching and learning.
11. To take responsibility for teaching a class or classes over a sustained and substantial period.



12. To provide homework which consolidates and extends work carried out in the class and encourages pupils to learn independently.
13. To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.
14. To recognise and respond promptly and effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with the school's policies and procedures.
15. To create a culture which shows 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 difference faiths and beliefs.
16. Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate adult.
17. To attend and participate in regular meetings.
18. To participate in training, continuous professional development and other learning activities as required including participation in the school's appraisal and capability arrangements.

C) Monitoring and Assessment

1. To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
2. To use monitoring and assessment information to improve planning and teaching for improved learning outcomes.
3. To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn.
4. To involve pupils in reflecting on, evaluating and improving their own performance and progress.
5. To assess pupils' progress accurately against appropriate standards.
6. To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional and social difficulties.
7. To identify levels of attainment for pupils learning English as an additional language.
8. To record pupils' progress and achievements systematically, providing evidence of the range of their work, progress and attainment overtime to inform planning.
9. To report on pupils' attainment and progress to parents, carers and other professionals in accordance with the statutory reporting and assessing frameworks.

D) Phase Leadership

To assist the Senior Leadership Team in the leadership and management of the school

1. To support the development and achievement of the school's vision to secure success and improvement
2. To play a major role in ensuring high quality education for all pupils and improvement in standards of learning and achievement in the Key Stage
3. To work in close partnership with relevant staff to promote continuity of provision, practice and management across the school
4. To work in close partnership to ensure a smooth transition between the different phase groups, including planning transitional events

Strategic Direction and Development of the School

1. To lead school initiatives which aim to meet the aspirations of our School Development Plan
2. To actively contribute to the development of the whole school
3. To lead by example in helping to create a productive school ethos and working environment
4. To ensure effective communication between your Phase and the Leadership Team



Knowledge and Understanding of:

1. What constitutes quality in educational provision within the Phase, the characteristics of effective practice and strategies for raising pupils' achievement
2. How to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership
3. Clear knowledge of current developments in teaching, learning and assessment within the Phase

Planning and Pastoral Support

1. To contribute to the creation and manage the implementation of a strategic action plan which identifies Phase priorities and targets for ensuring that pupils achieve high standards and make good progress, increasing teachers' effectiveness and securing improvement
2. To plan for effective monitoring, evaluating and reviewing of developments to secure progress and improvement
3. To think creatively and imaginatively to anticipate and solve problems and identify opportunities
4. To support staff with the effective implementation of the behaviour and sanctions policy and providing support for staff when making judgements about behaviour

Managing Learning and Teaching

1. To implement the curriculum and its assessment; monitor and evaluate practice in order to identify and act on areas for improvement.
2. To actively promote the application of English, Maths, computing and digital learning across the curriculum for all Phase pupils.
3. To lead weekly Phase Meetings to review progress and developments across the Phase.
4. To undertake lesson observations and learning walks with the Phase, giving constructive feedback to staff, sharing thoughts and observations with the Leadership Team, providing support where needed
5. To be observed by members of your own Phase and connecting Phases in order to share good practice

Assessment, Monitoring and Evaluation

1. To contribute to monitoring, evaluating and reviewing the effectiveness of policies, priorities and targets
2. To analyse data across the Phase, identifying trends in pupil strengths and children who are not making adequate progress, in conjunction with the Deputy Head
3. To carry out termly moderation across the Phase (e.g. writing or Reception ELGS) in partnership with subject leaders where appropriate
4. Where appropriate, undertake work scrutiny in conjunction with subject leaders

Pupil Achievement

1. To play a significant role in making explicit to pupils, parents, teachers and the wider community the school's high expectations that all pupils can succeed
2. To ensure that resources are dedicated to ensuring the highest standards of achievement for all pupils in the Phase

Commitment to the Wider Community

1. To actively seek opportunities to develop effective relationships with the community to extend the curriculum and to enhance teaching and learning in the Phase
2. To create and maintain an effective partnership with parents of pupils in the Phase to support and improve pupils' achievement and personal development
3. To ensure that parents and pupils are well-informed about all relevant matters
4. To monitor year-group emails in your Phase, to ensure parity
5. To support the coordination of events and celebrations within the School, for example: Stay & Learn opportunities, Harvest Festival, Christmas Concerts



Managing and developing staff and other adults

1. To motivate and help to enable all staff in the Phase to carry out their respective roles to the highest standards
2. To ensure that constructive working relationships are formed between Phase staff and pupils
3. To contribute to the professional development of staff through example, induction and INSET
4. To support the annual Performance Management Appraisals process, according to the Appraisal Policy
5. Support the Senior Leadership Team in the process of recruiting staff of the highest quality for the Phase where appropriate

Core Duties

1. Be wholly committed to ensuring children and young people at Asquith Primary School are fully supported and safe. To safeguard all children and young people whilst promoting their welfare.
2. The education and welfare of a designated class/set groups in accordance with the Conditions of Employment of School Teachers as laid down in the current Pay and Conditions Document.
3. To ensure that the requirements of the National Curriculum (2014), EYFS Statutory Framework (2021) and KCSIE (2022), the school aims and all policies agreed by the Governing Body are complied with fully.

Other Duties:

1. To follow the school's Code of Conduct.
2. To have professional regard for the ethos, policies and practices of the school, and maintain high standards in your own attendance and punctuality.
3. Perform any other reasonable duties commensurate with the role directed as requested by the Headteacher.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Name of post-holder: _____

Signature of post-holder: _____ Date: _____

Signature of Headteacher: _____

Date completed: January 2023

To be reviewed: September 2023