

Job Description

Role: Phase Leaders with Humanities (Primary Phase)

Grade: MPS/UPS (Inner London) plus TLR2a

Reporting to: Senior Leadership

Responsible for: EYFS & Humanities curriculum, Standards of Achievement, Teaching and Learning (Phase and Humanities)

Purpose of Post

- To support the governors and leadership team in attaining aims and objectives of the school improvement plan in order to secure the best outcomes for pupils.
- To work in partnership with the Executive Headteacher, Senior and Middle Leaders and other stakeholders to ensure teaching and learning across the phase is exciting and diverse, engages pupils in their learning and secures outstanding progress for every child.
- To support the day-to-day leadership and management of teachers and support staff in the phase.
- To promote high standards of teaching and learning across the school by supporting the leading, developing and enhancing of classroom practice.
- To impact and lead on the educational progress, achievement and enrichment experience (including trips, rewards and clubs) of all pupils across the school.
- To play a leading role in promoting the school values and ensuring good pupil behaviour
- To support parent engagement through a variety of high quality communication methods i.e. meetings, workshops, online information, showcases, home learning.

The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document.

Main Duties

Leading Learning and Teaching:

Leading, developing and enhancing the teaching and learning within the phase through:

- excellent classroom practice that sets a standard and acts as a role model for other teachers;
- leading staff in planning, teaching and evaluation of teaching to promote excellent standards;
- guiding staff to use effective feedback, assessment for learning and analysis of data;
- to support colleagues to create and maintain a stimulating environment for learning;
- support in leading areas of CPD;
- Leading and supporting staff with recording, assessing and moderating pupil outcomes using the school's chosen assessment and recording systems;
- supporting Senior Leaders in development of a rich and exciting curriculum in core and foundation subjects;
- working with all staff to promote best and innovative practice to enrich the range of teaching and learning styles in the school;
- guiding colleagues to create and maintain positive, diverse, stimulating and supportive environments for learning with consideration of the physical provision, resources, and atmosphere throughout the phase in line with EYFS curriculum and whole school behaviour for learning policies.
- monitoring pupil standards; use assessment and data to identify key priorities and learning gaps; respond to assessment and data through planning and implementing strategies where improvement needs are identified;
- ensuring there are effective procedures to support a smooth transition for pupils joining the phase and prepare them for positive transition into their next academic phase.

- supporting Senior Leaders to write and review policies specific to the phase;
- maintaining a positive learning environment throughout the phase in line with whole school behaviour for learning policies.

Whole school responsibility:

- to lead on the development of specified foundation subjects (Humanities), taking responsibility for long term planning, learning progression, resources and CPD.
- support senior leaders in the development of a knowledge rich and exciting curriculum in core and foundation subjects with evidence of planning for progression from EYFS – Y6.
- lead an enrichment club;

Teacher's Duties

To work in collaboration with all staff to:

- promote the general progress and well-being of individual pupils through ensuring the maintenance of good order and discipline among all pupils and safeguarding their Health and Safety, both on school premises and when they are engaged in authorised activities elsewhere;
- plan engaging lessons and home learning according to the educational needs, abilities and achievement of individual pupils which develop a culture of enquiry and dialogue;
- assess, record and report on the progress, attainment attendance and behaviour of pupils;
- ensure teaching builds on the success of the primary phase, working with teachers across the school, both inside and outside the classroom;
- promote high standards of learning, teaching and pupil achievement and progression through active engagement in and contribution to the school's CPD programme;
- work with Senior and Middle Leaders and SENDCo, ensuring that the needs of all children are met;
- fully engage with the school's pastoral system;
- create and promote positive strategies for challenging all forms of prejudice and harassment and promoting British values.

Securing Accountability

Support Senior Leaders in leading, managing and developing the phase by working with other teachers and support staff to:

- provide relevant subject, curriculum or pupil performance information;
- monitor and evaluate work within the phase and identifying strengths and areas for development that will impact positively on pupil progress;
- work within other Middle Leaders on whole school improvement strategies;
- evaluate the impact of improvement strategies on the quality of teaching and learning.

Shaping the Future

Assisting in building a collaborative learning culture within the school through:

- developing and securing a positive and dynamic school ethos;
- leading by example and being an excellent role model for professional standards and integrity;
- working with colleagues across all phases to create a shared culture of learning within an inclusive all-through environment;
- ensuring both self and others achieve an appropriate work/life balance.

Other Duties

Developing Self and Working with Others

Show commitment to a research led pedagogy which promotes and directs high standards of learning, teaching and pupil achievement and progression through:

- promoting high standards of professional performance, modelling excellent teaching, and supporting colleagues' professional development;
- identifying and securing own and team members training needs in line with school's appraisal processes; active engagement in and contribution to the Continuing Professional Development of all staff.
- attending training sessions and meetings as required;
- keeping up to date with developments and changes in legislation and guidance, and to seek, consider, and act upon professional support and advice as required.

Strengthening Community

- to develop and promote the services of the school to meet the needs of the community;
- support and enable colleagues to flourish and develop in their roles, engendering a cohesive and cooperative approach to best support the ethos and values of the school;
- support and encourage the school's ethos, its objectives, policies and procedures.

Contribute to:

- ensuring regular and effective communication with parents, governors and other key stakeholders in supporting and improving pupils' achievement and personal development;
- developing the school's partnerships with parents, the local community, businesses, other organisations and schools, to enhance and enrich the school and its values to the wider community;
- building a school culture and curriculum that takes account of the richness and diversity of the school's communities;
- promoting the concept of lifelong learning and family engagement with learning through partnership.

Safeguarding and Promoting the Welfare of Children

- support the Senior Leadership team to ensure a safe and supportive culture in the school;
- support the Senior Leadership team to ensure the welfare of children is safeguarded and promoted in line with current best practice and LA advice.

The main duties and responsibilities indicated are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment). Other duties of an appropriate level and nature may also be required, as directed by the Executive Headteacher and Heads of Schools (Secondary and Primary). Please note that the post holder may be required to work outside of normal school working hours for school events, meetings and emergencies. The job description will be reviewed annually in the light of those changing requirements and in consultation with the post holder and Executive Headteacher.

Data Protection

When working with computerised systems to be completely aware of responsibilities at all times under the Data Protection Act 2018 for the security, accuracy, and significance of personal data held on such systems. Be mindful of how data is handled and seek consent and guidance from line managers or designated leads before sharing or storing confidential information.

Equal Opportunities

Actively support the School and Borough Equality Policies. To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

Health and Safety

Employees are required to work in compliance with the school's health & safety policies and under the Health & Safety at Work Act, ensuring the safety of all parties they come into contact in premises or sites controlled by the school.

Safeguarding

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Enhanced disclosure from the Disclosure & Barring Service is essential.

Person Specification

The person specification below outlines the key knowledge, experience, skills and qualities required for this position. Candidates will be expected to demonstrate knowledge and understanding of each area and to show evidence of having applied (or an awareness of how to apply) this knowledge and understanding in the school context. The selection panel will assess each candidate against the essential criteria listed (bold text). Shortlisted candidates will be selected entirely on the extent to which they meet the essential criteria in their application form.

Qualifications & Experience	<ol style="list-style-type: none"> Educated to at least GCSE grade C standard or equivalent in English and maths Qualified Teacher Status EYFS teaching experience. Proven successful teaching and achievement of outstanding pupil progress Experience of successful leadership skills or evidence of developing leadership skills at a primary, secondary or all-through school within a multicultural community. Evidence of relevant and recent continuing professional development. Knowledge of relevant developments and innovations in the primary curriculum and pedagogy to enhance school practice, pupil progress and standards of achievement.
Strategic Leadership	<ol style="list-style-type: none"> The ability to contribute to: <ol style="list-style-type: none"> the professional leadership and management of a staff team that leads to high quality teaching, effective use of resources and improved standards of learning, progress and achievement for all pupils across the school; elements of the school's vision, ethos, priorities and targets; the work of other teams to secure all-round improvement in the school. Knowledge of the current educational issues and characteristics of effective primary and/or secondary schools and strategies for raising standards and the progress and achievement of all pupils. Ability to analyse data to monitor progress towards challenging targets. Experience of using coaching and/or mentoring to improve the performance of others.
Pupils & Staff	<ol style="list-style-type: none"> Knowledge of methods to ensure that specified teaching standards are harnessed and maintained by all teaching staff. Experience in the principles of quality learning, teaching and assessment. Ability to contribute to whole school review and self-evaluation.
System & Processes	<ol style="list-style-type: none"> Understands the relationship between appraisal, continuous professional development and sustained school improvement. Some experience of developing and maintaining positive & effective relationships with members of the diverse school community, Governing Body, LA, and other organisations that has improved academic and social outcomes for all pupils.
Personal Qualities	<ol style="list-style-type: none"> The passion to drive, inspire and energise pupils in the school curriculum and through enrichment. Ability to clearly articulate values and ethos in-line with the school. Passionate, driven and focussed on providing a high level of education for all pupils (tested at interview). Ability to communicate the school's vision and drive the strategic leadership to empower pupils and staff (tested at interview). Ability to work under pressure and to deadlines. Ability to lead by example with integrity, creativity and resilience. An optimistic personality able to demonstrate positive relationships with all stakeholders. Resilient, Proactive, flexible and adaptable. Punctual and conscientious.

	<ul style="list-style-type: none">10. Ability to show initiative and prioritise one's own work and that of others even when under pressure.11. Able to follow direction and work in collaboration with Executive Headteacher and Heads of Schools.12. Able to work flexibly to support others and respond to unplanned situations.13. Able to attend evening meetings as required.<ul style="list-style-type: none">14. Desire to enhance and develop skills and knowledge through CPD.15. Commitment to the highest standards of child protection and safeguarding.16. Recognition of the importance of personal responsibility for health and safety.17. Commitment to the school's ethos, aims and its whole community.
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