

## **JOB DESCRIPTION: PHASE LEADER**

Job Title : Phase Leader

Location : Oulton Primary School

Grade : MPS/UPS + TLR2b

Accountable to: Head teacher

Accountable for: Leadership of Phase, class teacher, subject/development responsibility

Any Special Conditions of Service: No smoking policy anywhere on the site.

“Oulton Primary School is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment”

### **1. PURPOSE OF THE JOB**

To provide professional leadership and management for a phase to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

This job description should be read alongside the range of professional duties of teachers, as set out in the ‘Teachers Pay and Conditions’ document. The post holder will be required to undertake duties in line with the professional standards for qualified teachers,

### **2. CONSULTATION**

In carrying out these duties, to consult, where appropriate, with the Head Teacher, Deputy Head Teacher, the staff in school, parents and carers, pupils and the wider community.

### **3. IN RELATION TO THE STATUTORY REQUIREMENTS**

The appointment is subject to the current conditions of employment for Phase Leaders contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

### **4. DUTIES AND RESPONSIBILITIES**

In addition to the requirements of a class teacher, areas of responsibility and key tasks:

#### **A. STRATEGIC DIRECTION AND DEVELOPMENT OF KEY STAGE/PHASE**

- i. support the vision, ethos and policies of the school and promote high levels of achievement in the key stage/phase ;
- ii. support the creation and implementation of the school development plan, especially as it

relates to the key stage/phase/subject and to take responsibility for appropriately delegated aspects of it;

- iii. support all staff in achieving the priorities and targets of the school and monitor the progress of those which relate to the Phase;
- iv. support the evaluation of the effectiveness of the school's policies and developments and analyse their impact on key stage/phase;
- v. ensure that parents are well informed about the curriculum, targets, children's progress and attainment for the phase.

#### B. TEACHING AND LEARNING

- i. be responsible for the teaching of a class, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline;
- ii. be responsible for the pastoral care of pupils in a class and throughout the key stage/phase; promote self discipline and good behaviour across school at all times, in accordance with school policies;
- iii. take responsibility for the development and monitoring of the curriculum provision throughout the key stage/phase, liaising appropriately with subject co-ordinators, class teachers and previous and subsequent key stage or year group managers;
- iv. support the Head and Deputy Head Teacher in the monitoring of the quality of teaching and children's achievements across the key stage, including the analysis of performance data;
- v. support the Head and Deputy Head Teacher in developing links with parents of children in the key stage/phase and managing transition.

#### C. LEADING AND MANAGING STAFF

- i. support the Head Teacher in developing positive working relationships with and between all pupils and staff in the key stage/phase;
- ii. be responsible for leadership and management of their phase within school;
- iii. have leadership responsibility for a subject or school development priority;
- iv. be a member of the Leadership Team;
- v. Be a good role model to all staff within the school and reflect a high level of professional conduct;
- vi. be able to prepare reports and analyse data to present to head teacher and the Governing Body;

- vii. lead groups of staff in developmental activities and evaluate outcomes;
- viii. support the appraisal process by appraising phase staff and use the process to develop personal and professional effectiveness;
- ix. provide support and induction to newly qualified teachers, supply teachers, teachers and support assistants in the key stage/phase who may be new to the school;
- x. ensure that the Head Teacher, SLT and governors are well informed about policies, plans and priorities for the key stage, its success in meeting objectives and targets, and any future development needs.

**D. EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES**

- i. support the Head Teacher in the deployment of staff in the key stage/phase, and support those staff in their duties;
- ii. work with the Head and Deputy Head Teacher in establishing priorities for expenditure for the key stage/phase, and in monitoring the effectiveness of spending and usage of resources.

**E. ACCOUNTABILITY**

- i. take on specific tasks related to the day to day administration and organisation of the school;
- ii. take on any additional responsibilities which might from time to time be determined.

**F. CHILD PROTECTION**

- i. Ensure that the child protection policies and procedures adopted by the governing body are fully implemented and followed by all staff in the key stage/phase;
- ii. Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively.

Signed on behalf of the Governing Body .....

Date .....

Signature of Postholder ..... Date.....

## PERSON SPECIFICATION: PHASE LEADER

<b>Leadership skills, attributes and professional competence</b>			<b>How Identified</b>
i.	secure commitment and confidence among staff to meeting the needs of pupils within key stage/phase	Essential	App/Ref/SP
ii.	set standards and provide examples of best practice for other staff and pupils in key stage/phase	Essential	App/Ref/SP
iii.	command credibility through the discharge of their duties and use their expertise to influence others	Essential	App/Ref
iv.	provide professional direction to the work of others	Essential	App/Ref
v.	make informed use of specialist resources	Essential	App/Ref/SP
vi.	prioritise, plan and organise	Essential	Ref/SP
vii.	deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement in the key stage.	Essential	App/Ref/SP
viii.	acknowledge and utilise the experience, expertise and contribution of others	Essential	App/Ref/SP
ix.	devolve responsibilities and delegate tasks, as appropriate	Essential	SP
<b>Decision-making skills – the ability to solve problems and make decisions</b>			
i.	make decisions based upon analysis, understanding and interpretation of relevant data and information	Essential	SP
ii.	contribute to senior leadership team decision-making in respect of issues involving pupils within key stage/phase/school	Essential	App/SP
iii.	judge when to make decisions, and when to consult with others, including external agencies	Essential	SP
<b>Communication skills – the ability to make points clearly and to listen and understand the views of others</b>			
i.	communicate effectively orally and in writing to a range of audiences	Essential	App/SP
ii.	negotiate and consult effectively	Essential	App/Ref/SP
iii.	explain to pupils the objectives of any interventions	Essential	App/SP
iv.	chair reviews, case conferences and meetings effectively	Essential	App
<b>Self-management skills – the ability to plan time effectively and to organise oneself well</b>			
i.	prioritise and manage their own time effectively	Essential	SP
ii.	take responsibility for their own professional development	Essential	SP

<b>Attributes</b>			
i.	personal impact and presence	Essential	Ref/SP
ii.	adaptability to changing circumstances and new ideas	Essential	Ref/SP
iii.	energy, vigour and perseverance	Essential	Ref/SP
iv.	self-confidence	Essential	Ref/SP
v.	enthusiasm	Essential	Ref/SP
vi.	intellectual ability	Essential	Ref/SP
vii.	reliability and integrity	Essential	Ref/SP
viii.	commitment	Essential	Ref/SP
<b>Training and Qualifications</b>			
i.	Qualified Teacher Status or other educational qualification	Essential	App / Checking at interview
ii.	Evidence of continuous professional development	Essential	App
<b>Disposition and Attitude</b>			
i.	Positive and optimistic attitude towards School Improvement and Inclusion	Essential	SP
ii.	Open-minded and receptive to new ideas, approaches and challenges	Essential	SP
iii.	Places high priority on effective team working and works easily and comfortably in a team environment	Essential	SP
<b>Other Special Working Conditions</b>			
i.	Registered with Teaching Agency	Essential	App
ii.	School operates a no smoking policy	Essential	SP
<b>Child protection</b>			
Is aware and able to manage effective CP policies and procedures		E	App/ SP
Ability to deal with sensitive issues in a supportive and effective manner		E	App/ SP

**Key:**

**App** – Application Form

**Ref** – Reference

**SP** – Selection process. This could include a range of exercises, including an interview.