

**Key stage 2 Phase Leader Job Description**

**Job Title:** Phase Leader of Learning for KS2

**Salary:** Current salary + TLR 2

**Responsible to:** Headteacher and Governing Body

**Job Purpose:** In addition to carrying out the professional duties of a teacher as stated in the current School Teachers Pay & Conditions document the Key Stage 2 Leader will play a role in the distributed leadership and management of the school.

S/he will work in partnership with the Headteacher, Deputy Headteacher and Senior Leadership Team as a member of the Extended Leadership Team (ELT) to create a culture of high achievement where all children receive a high quality education and there is continuous improvement in standards of achievement.

# Strategic Direction and Development of the School

**The Key stage 2 Phase Leader works with the Headteacher, Deputy Headteacher and Senior Leadership Team to implement the strategic view for the whole school.**

**The Phase Leader will:**

* Contribute to the creation and implementation of the School Development Plan (SDP) linked with the SEF particularly with reference to their phase and subject.
* Communicate effectively the long, medium and short term objectives of the School Development Plan to Staff within their phase including roles, responsibilities and timescales.
* Monitor, evaluate and review school policies and practices taking account of national, local and school data and inspection and research findings.
* Responsible for cross phase liaison including home / school links.

# Teaching and Learning

# The Phase Leader works with the Headteacher, Deputy Headteacher and Senior Leadership Team as part of the Extended Leadership Team to create and maintain an environment which promotes and secures good quality Teaching, effective learning, high standards of achievement and progress along with good behaviour and discipline.

**The Phase Leader will:**

* Contribute to the establishment and maintenance of policies which promote effective and professional practice and define curriculum content
* Participate in monitoring and evaluating of the quality of teaching and standards of achievement of all pupils in their phase and subject; using phase leader release time effectively
* Monitor and evaluate the implementation of the curriculum and assessment policies / practice including Assessment for Learning / Feedback in their phase
* Monitor performance of children at risk of underachieving and ensure effective steps are used to ensure children achieve their potential based on previous assessments
* Maintain an effective partnership with parents to improve children’s achievement and personal development and well being.
* Identify and develop effective links with schools, networks, external agencies and parents to enhance teaching and learning.

# Leading and Managing Staff

**Working with the Headteacher, Deputy Headteacher and Senior Leadership Team as part of the Extended Leadership Team, the Phase Leader will lead, motivate, support, challenge and develop Staff to secure improvement**

**The Phase Leader will:**

* Plan, allocate, support and evaluate the work undertaken by their phase’s teaching and support staff as groups, teams and individuals;
* Find solutions to remove barriers to learning in their phase
* Contribute to the implementation of effective systems for the management of staff performance, incorporating Performance Management and Appraisal targets for the teachers and support staff including those relating to pupil achievement;
* Motivate and enable staff to develop expertise in their respective roles through continuing professional development.

# Accountability

**The Phase/Milestone Leader will support the Headteacher, Deputy Headteacher and Senior Leadership Team to account for the efficiency and effectiveness of their phase to the Governors and others, including parents, staff and the local community.**

**The Phase Leader will:**

* Provide information, objective advice and support to the Local Governing body to enable it to meet its responsibilities for securing effective teaching and learning, improving standards of achievement and achieving efficiency / value for money.
* Contribute to the creation and development of an organisation in which all staff recognise that they are accountable for the success of the school:
* Contribute to the presentation of regular reports of the school’s performance to Governors, Diocese, local community, DfE and OFSTED:
* Contribute to the establishment and monitoring of systems which keep parents well-informed about curriculum, children’s achievements and progress and encourage parents and other family members to make a contribution to achieving challenging targets for their children.

**Person Specification: Phase Leader of Learning**

Evidence will be gathered from letter of application, references, interview and tasks.

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| **Attributes** | **Requirement** |  |
|  | **Essential** | **Desirable** |
| **Qualifications and Training** | * Qualified Teacher status
* Evidence of recent professional development impacting on quality of teaching and pupil outcomes
* Experience of implementing National Curriculum 2014 and EYFS curriculum
 | * 4 years full time teaching experience
* NCSL Leading from the Middle or equivalent leadership qualification with evidence of impact on teaching and learning
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| **Experience and Skills** | * Evidence of high level of expertise in teaching and learning
* A working knowledge of strategies and techniques for raising pupil attainment generally including different groups of pupils notably SEN, EAL and Ever6.
* Active involvement in the development of school policies as a member of a school leadership team
* Experience of a range of summative and formative assessment procedures
* Experience of leading and managing a team within a school.
* Experience of allocating and managing a budget
* Experience of Statutory Assessment (eg. EYFS Profile, Phonics Screening, SATs)
* Experience of teaching pupils with statement learning support.
 | * Experience of teaching in Foundation Stage, KS1 and KS2
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| **Professional Development** | * Active involvement in recent and relevant CPD which has impacted pupil outcomes
* Evidence of a growth mindset

– recognising the ability for themselves and others, including colleagues and learners, to improve | * Training in leadership and management issues and skills with practical examples of impact
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| **Planning** | * Knowledge and experience of school development planning
 | * Strategic leadership and management skills
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| **Data analysis** | * Experience of target setting for a phase using data

analysis | * Ability to analyse, interpret and act on test data
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| **Improving teaching and learning in core subject****English / Mathematics and across the wider curriculum** | * An excellent classroom practitioner able to model good/outstanding teaching
* Knowledge and experience of a range of teaching and learning styles which reflect structured sequences of learning to include cross curricular and skills focused learning.
* Knowledge and understanding of ICT for learning and leadership/management
* Experience of mentoring or supporting colleagues
* Experience of monitoring and evaluating the quality of learning and teaching with positive outcomes for teachers and learners
 | * Experience of organising/delivering teacher or support staff training
* Experience of leading performance management and appraisal
* Experience of supporting whole school behaviour management
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| **Working with People** | * Strong interpersonal skills: ability to lead, motivate, challenge and inspire colleagues and give feedback in a supportive manner
* Able to build team capacity
* Able to establish credibility with all staff
* Able to establish positive relationships with parents, carers and governors
 | * Experience of working with other agencies or organisations
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| **Resource Management** | * Proven ability to maximise resources, including human resources, to impact pupil progress
 | * Able to maximise potential of all staff
* Knowledge and understanding of leadership and management procedures
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| **Knowledge of education** | * Clear vision of education in a wider context
* Clear set of values to create a positive learning ethos
* Examples of wider reading and educational issues and how this has impacted learning
 | Clear understanding of the educational and political landscape; recognising the impact in schools |
| **Key skills, qualities and attributes** | * High expectations and a commitment to raising standards of attainment for all pupils
* Commitment to equal opportunities and equal value for students and colleagues
* Examples of professional resilience, and positivity
* Able to embrace change and help others to manage the change process
* Good organisational and personal management skills
* Able to work effectively as part of teams at all levels
* Commitment to safeguarding procedures
* Able to work independently and proactively
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