

Beighton Nursery Infant School	
Salary range:	TMS/UPS + TLR2b
Role of the KS1 Phase Leader:	<p>A key stage phase leader, in addition to carrying out the professional duties of a teacher must:</p> <ul style="list-style-type: none"> • Take specific responsibility and accountability for the day to day management and organisation of a key stage • Be an excellent classroom practitioner • Lead on English & Maths across the key stage • Have an impact on educational progress beyond your assigned pupils • Line manage and appraise identified staff • Assist in the smooth running of the school at all times, including being responsible for the school in the absence of the headteacher and deputy headteacher.
Responsible to:	The Headteacher, the Governing Body of the school and the Executive Director of Children, Young People and Families.
Responsible for:	The teaching and support staff of the school and its children and young people.
The KS1 Phase Leader will be expected to work with the Headteacher to:	<ul style="list-style-type: none"> • Fulfil all the requirements and duties set out in the School Teachers' Pay and Conditions Document • Achieve any performance criteria, objectives or targets agreed with or set by the School's Governing Body in accordance with the requirements set out in the School Teachers' Pay and Conditions Document. • Understand fully the current legal requirements, national and local policies and guidance on safeguarding and the promotion of the wellbeing of children and young people and ensure that all requirements are met.

Job Description
<p>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 either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.</p> <p>This document must not be altered but will be reviewed annually.</p>

Duties and Responsibilities

Employment Duties

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document.

General Responsibilities

- To pursue the aims of the school in a positive manner and promote the agreed ethos
- To work co-operatively within a whole staff team, and throughout the school, to achieve continuous improvement with constant regard to quality in both learning and teaching
- To teach pupils according to their individual needs, including the planning and assessment of work in line with agreed policies of the school and to ensure work is differentiated and supports the needs of all learners
- To monitor and assess children's progress and report to parents
- To implement and maintain the school's policy on discipline and behaviour
- To support the school's endeavours to meet the needs of its community
- Participate in the school's performance management process
- To contribute towards curriculum development within the school

Particular Responsibilities

- To promote and monitor the organisation of the learning and teaching of children in the appropriate Key Stage, including end of Key Stage assessment

Key Tasks

Class Teacher Tasks:

- To plan programmes of work for pupils in co-operation with teaching colleagues within the team in order to ensure that all children are taught by members of that team experience similar learning opportunities
- To plan work matched to the individual needs of children and within the school's agreed policy and schemes of work, including organisation and display of the classroom
- To produce written records of planning, evaluations and assessments in accordance with school policy and within agreed timescales
- To assess and record pupil's achievements and progress within the statutory requirements and school's assessment policy and report to parents
- To contribute to meetings, discussions and management systems necessary to ensure the co-ordination of the work of the school as a whole
- To ensure that the classroom is kept tidy and attractive, with children's resources readily available for them to find independently

- To contribute to the ideas within and the implementation of the School Improvement Plan
- To supervise the use of support staff relevant to the class.
- To contribute to the provision of a safe and secure learning environment.
- To liaise with other teachers regarding pastoral, curriculum and other school matters in order to maintain the smooth running of the school and the well being of all children and adults
- To liaise with parents as required on pastoral and curriculum matters
- To actively support the implementation of school policies e.g. behaviour, dress code, ethos of continuous improvement etc
- To promote the good name of the school with colleagues in and out of the school and in the wider community

Phase Leader Tasks:

- Arrange regular meetings for all team staff in order to develop practice.
- Keep the headteacher, deputy headteacher and Governors up to date with ongoing developments in person and / or in writing.
- Initiate, manage, monitor and evaluate change within the team in order to improve practice.
- Facilitate equality of provision (resources and teaching) across the team.
- Ensure that the development of all the children's spoken and written English is prioritised, planned and provided for.
- Co-ordinate and as necessary lead phase based staff development.
- Take a lead role in the performance management of staff within the team, following up areas for development in order to improve practice.
- To support monitoring teaching, learning, curricular provision and the learning environment within the team, following up areas for development in order to improve practice.
- Liaise with other senior leaders across school to ensure continuity and progression.
- Contribute to the school development plan, including costings, and review progress each term.
- Manage the organisation, maintenance and provision of materials, resources, equipment and furnishings within the team, being responsible for ordering within the allocated budget.
- Keep up to date with best practice through attending relevant training, reading appropriate literature and research, and networking with other senior leaders.

Person Specification (TLR2b)

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification.

Qualifications and Experience		R	A	G
Candidates should have:				
1	Qualified Teacher Status (QTS)			
2	Proven record of success as a teacher in KS1			
3	Supported whole school strategic improvement to improve pupil outcomes through leading and managing a team of staff and/or project			
4	A willingness to undertake personal and professional development with a relevant focus			
5	Evidence of leading a significant rise in standards across a Phase or Key Stage			
6	A proven ability to work successfully in a leadership and management team			
7	Evidence of successfully planning, leading and implementing change that substantially raised academic standards across a phase or Key stage			

Personal Qualities		R	A	G
Candidates should:				
1	Demonstrate a passion for teaching and learning			
2	Communicate effectively and develop positive relationships with all stakeholders			
3	Demonstrate excellent interpersonal skills			
4	Be decisive, consistent and focused on solutions			
5	Demonstrate the capacity to lead others, be reflective, resilient and adaptable			
6	Be self-motivated and be able to motivate and inspire others			
7	Listen carefully and consider the views of others			
8	Have high expectations			

Skills		R	A	G
Candidates should be able to:				
1	Support a vision for the school and secure commitment to it from others			
2	Demonstrate their ability to interpret and analyse data to accurately inform school improvement and to monitor pupil progress			
3	Support systematic and rigorous whole school monitoring and evaluation			
4	Demonstrate their ability to plan to support whole school priorities and improve pupil outcomes			
6	Evidence their work in collaboration with other schools, fellow professionals and external organisations to improve outcomes			

7	Support the development of teaching and learning in school			
8	Have excellent organisational skills, prioritising and managing time well under pressure, to meet deadlines			
9	Demonstrate a good understanding of pupils' complex learning needs including SEN			
10	Teach, in the required Key Stage, to a high standard and have a proven ability to do so			
11	Demonstrate understanding of differentiation and inclusion			
12	Demonstrate an excellent understanding of the relevant Key Stage curriculum			

Professional Knowledge and Understanding		R	A	G
Candidates should:				
1	Be committed to securing equality of opportunity for pupils in school			
2	Have an understanding of curriculum and assessment developments and how they support pupils' learning			
3	Have secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils			
4	Maintain high standards of pupil behaviour and attitudes to learning			
5	Have experience of supporting vulnerable pupils in school			
6	Take a lead in supporting staff in their professional development			
7	Be able to evaluate aspects of school in a strategic way and contribute to planning the school's next development steps			

Safeguarding		R	A	G
Candidates should have:				
1	Knowledge of national and local safeguarding guidance			
2	Experience of safeguarding and promoting the welfare of children and young people			
3	A commitment to work with relevant agencies to protect children and young people			
4	Knowledge of best practice and procedures in school for safeguarding children and young people			

The successful candidate will be required to undergo an enhanced check from the Disclosure and Barring Service (DBS).