

Salary:	Teachers Pay Scale plus TLR 2b
Responsible to:	Executive Headteacher, Headteacher, Senior Assistant Headteachers, Assistant Headteachers
Date of Job Description:	April 2022

Purpose of the Role:

Securing in consultation with the senior leadership team outstanding education within the phase for all young people at Armfield Academy, ensuring consistently high expectations of students and outcomes, which improve year on year.

Ensuring a purposeful, positive and disciplined culture and ethos in the phase, with strong progress and attainment outcomes for students that helps immediately create an Academy to be proud of. Thereby, ensuring a high quality education for all students.

Ensuring the key elements of progress and achievement, quality of teaching, behaviour and safety and leadership are all of a very high standard within the phase.

Working in association with line managers overseeing, as appropriate to this role, staffing and resource management to ensure the school is financially secure and operating within budget.

Main Tasks and Responsibilities

General Duties:

- To act in accordance with FCAT's policies and procedures.
- To act as a role model and work in accordance with the Trust values: pride, ambition, respect, resilience, integrity and excellence.
- To encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within FCAT and our academies.

- To ensure compliance with the General Data Protection Regulations and maintain confidentiality in your working practices each day. To ensure compliance with FCAT's Health and Safety Policy at all times.
- To adhere to FCAT's Safeguarding policy and procedures to ensure that the duty of care for all staff, including yourself to protect children and young people is maintained.
- Any other tasks and responsibilities reasonably appropriate to this post and grade.
- To attend mandatory training and participate in performance development as required.
- To work in support of the Team FCAT Work and Wellbeing Charter.

Main Responsibilities:

Professional Standards: Meeting the professional standards for teachers, core and threshold, as applicable to the post-holder and as revised in the most recent update of the School Teachers Pay & Conditions document.

Strategic and Operational leadership of the phase, in particular ensuring that high quality teaching and learning and pastoral leadership is embedded daily within the phase. Operational leadership of all self-evaluation within the phase and contributing to the production and monitoring of the phase improvement plan.

In carrying out their duties, all leadership post holders will be required to implement the policies of the Fylde Coast Academy Trust and the Academy Council.

Main Duties: Core Responsibilities:

1. To fulfil requirements of a classroom teacher to Core and Post Threshold standards as defined in the generic job description for teachers.
2. To ensure a commitment to safeguarding is evident in all actions taken.
3. To ensure all actions taken are in line with the requirements of the DfE guidance and academy policies on safeguarding and child protection.
4. To have knowledge and awareness of the academy improvement plan and initially Education plan. To be aware of the staff handbook and the policies within.
5. To attend and contribute where appropriate to all meetings as designated by the Headteacher.

6. To play a full professional role with regard to Health & Safety,
7. To actively participate in break duties where required and reasonable.
8. To communicate and consult with parents about individual student progress as necessary.
9. To attend and support in the coordination of parents evenings.
10. To proactively support other academies within the Fylde Coast Academy Trust as considered necessary or as required.
11. To carry out efficiently and effectively specific administrative and organisational tasks allocated to the role.
12. To maintain and further develop high standards of Teaching & Learning within the phase, through regular monitoring and coaching and by personal example.
13. To play an active part in the development of the phase improvement plan including taking overall strategic lead for aspects of the plan.
14. To perform the duties of Performance Management Reviewer for identified support staff and teachers:
 - o Reviewing annually the performance of these support staff and teachers and setting new objectives in line with the FCAT policy and procedures.
 - o Making recommendations on pay progression based on academy policy and consistently applied standards to the Headteacher
15. To challenge underperformance at all levels ensuring effective corrective action and follow up.
16. To manage delegated budgets to ensure that costs remain in line with budget.
17. To manage own workload and that of others to allow an appropriate work/life balance.

Main Duties: Specific Responsibilities:

Outcomes for students

- Responsible and accountable for standards of achievement and progress against annual targets of all students within the phase liaising with class teachers, form

tutors, pastoral support staff, SLT or other phase leaders as appropriate.

- Ensuring that high expectations prevail with high standards of achievement and progress.
- Responsible for policy planning and development for maximum student success.
- Plan, implement and evaluate strategies where improvement needs are identified.
- Responsibility for maintenance and analysis of intervention systems, consistent with the academy policy, arranging and monitoring the impact of intervention of student to ensure maximum progress including in preparation for external examinations/tests.
- Responsible for monitoring the academic progress of all students in the phase, intervening where appropriate with students causing concern and liaising with teachers to address student under achievement.
- Provide SLT and governors with relevant, phase performance information.
- Support SLT in the coordination of and smooth operation of external tests.
- Ensure that timely information is provided to parents about student progress and that this information is readily understood by parents.

Teaching and Learning

- Responsible for phase planning, curriculum coverage and learning outcomes.
- Ensure optimum student learning underpins all decision making and planning.
- Ensure the highest quality assessment for learning within the phase
- Lead the development and enhancement of pedagogy within the phase in line with academy and phase priorities ensuring these pedagogies are consistent and effective, through rigorous planning, monitoring evaluation and review, training and support.
- Maintain personal expertise and act as a role model for excellent classroom practice, modelling effective strategies and sharing/coaching other teachers.
- Monitor and evaluate standards of teaching, identifying areas for improvement.
- Monitor and assess the standard of student work and feedback within the phase.
- Plan, implement and demonstrate the impact of strategies to improve teaching.

Leadership and Management

- Provide strong, effective, clear and purposeful leadership of the phase.
- Responsible for phase self-evaluation contributing to overall academy self-evaluation.
- Assist in the induction, support and monitoring of new staff including NQT/trainee teachers
- Act as an appraisal reviewer for identified teacher, reviewing annually the performance of these teachers and setting new objectives.

- Responsible for implementation, monitoring and review of phase policies.
- Provide rigorous, challenging and supportive line management for the phase.
- Continue to take an active interest in your own CPD and that of others.
- Define and agree appropriate improvement targets for the phase.
- To contribute to the delivery of assemblies.

Behaviour and Safety

- Responsible for standards of behaviour and attitude within the phase.
- Ensure optimum conditions for effective teaching and learning prevail.
- To liaise with parents to celebrate student success and remedy under achievement or poor behaviour.
- To celebrate the achievement of students outside of school.

Accountabilities

- Accountable for the standards of achievement (attainment and progress) of all students in your phase.
- Ensure that appraisal arrangements are executed appropriately.
- Accountable for the effective implementation of the phase improvement plan.
- Accountable for the standards of teaching within the phase.
- Accountable for a positive, purposeful and productive team spirit within the phase.
- Line management responsibility, substantial direct and indirect responsibility for teaching and support staff.
- Planning the deployment of staff expertise to achieve academy/phase improvement objectives.
- Accountable and responsible for the well-being of people within the phase.