

### Job Description

<b>Job Title:</b>	Phase Lead
<b>Salary:</b>	TLR2b
<b>Responsible to:</b>	Headteacher, Deputy Headteacher, Assistant Headteacher
<b>Date of Job Description:</b>	June 2021

#### **Purpose of the Role:**

To lead a professional team to deliver outstanding education within the phase, ensuring consistently high expectations and leading, developing and enhancing the teaching practice of staff within the phase.

Creating a positive and purposeful culture within the phase and 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.

#### **Main Tasks and Responsibilities:**

##### **General Duties**

1. To act in accordance with the academy and FCAT's Policies and Procedures.
2. To act as a role model, to encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within our academy.
3. To ensure compliance with the General Data Protection Regulations and maintain confidentiality in your working practices each day.
4. 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.
5. To contribute to the provision of an effective environment for learning.
6. To support the promotion of positive relationships with parents and outside agencies.
7. To attend skill training and participate in personal/performance development as required.
8. To take care for your own and other people's health and safety in line with school and FCAT policies and procedures.

##### **Key Duties**

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 develop positive, effective working relationships with, and between, all staff and provide and sustain motivation;
3. To have knowledge and awareness of the academy improvement plan.
4. To maintain and further develop high standards of Teaching & Learning within the phase, through regular monitoring and coaching and by personal example.
5. Contribute to the accurate monitoring and evaluation of the quality of teaching and pupil's achievement.
6. Have impact on the educational progress beyond your assigned pupils.

7. To take specific responsibility and accountability for the development, improvement and consistency of the teaching within the phase.
8. Responsible and accountable for standards of achievement and progress against annual targets of all students within the phase
9. To analyse and evaluate performance data, looking closely at attainment and progress, making recommendations for target setting;
10. To line manage identified colleagues within the phase, proving strong and effective leadership.
11. To perform the duties of Performance Management Reviewer for identified support staff and teachers. Reviewing annually the performance of these support staff, teachers / Leaders and setting new objectives in line with the FCAT policy and procedures.
12. Responsible for phase planning, curriculum coverage and learning outcomes.
13. Assist in the induction, support and monitoring of new staff
14. Continue to take an active interest in your own CPD and that of others.

***Individuals in this role may also:***

15. To attend and contribute where appropriate to all meetings as designated by the Headteacher
16. To carry out efficiently and effectively specific administrative and organisational tasks allocated to the role.
17. The above represents a broad outline of the specific duties and responsibilities currently attached to the role of Phase Lead. Depending on the needs of the academy, these may be altered from time to time in consultation with the Headteacher

***Indicative knowledge, skills and experience***

18. Must have a thorough knowledge of the National Curriculum and in particular the years within the allocated phase.
19. To have experience of leading whole school initiatives.
20. Ability to manage and motivate colleagues to ensure targets are met consistent with the wider vision of the school.
21. Sensitivity to the changing needs of others and the school, the ability to respond quickly and effectively and awareness of closing the gap.
22. An ability to understand and reflect upon their own leadership style and development needs.
23. To have experience of monitoring data, and expected outcomes at the end the phase.