



## **Job Description- Phase Leader - Monkwick Junior School**

**Responsible to:** Headteacher

**Salary Grade:** MPS/UPS + TLR 2b

**Full Time/Part Time:** Full Time

### **Job Purpose:**

To co-ordinate, support and motivate staff and children in the allocated phase with the aim of raising quality of education and achievement.

### **Safeguarding Responsibilities**

- Demonstrate a commitment to keeping children and young people safe
- Report any disclosure made to the appropriate person
- Report any safeguarding concerns in the workplace to the appropriate person
- Maintain an awareness of the Trust policies in relation to safeguarding

The Sigma Trust is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies in place which promote safeguarding and safer working practice across our schools.

### **Key Responsibilities**

#### **Leadership**

- To ensure that all policies implemented by the school are actively upheld and promoted at all times.
- Motivate, challenge and inspire colleagues to provide good quality education.
- Encourage a sense of purpose, fostering a collaborative and co-operative team approach.
- Provide an excellent role model for pupils and for staff, through classroom practice and professional behaviour that sets a high standard for others
- Support planning of lessons and wider experiences to ensure there is good quality of curriculum
- Monitor the quality of curriculum provided in the phase and offer support where needed
- Monitor behaviour in the phase and support in dealing with and improving behaviour
- Maintain an overview of pastoral care, being aware of wider agency involvement and SEN, and liaise with the pastoral team and SLT as appropriate.
- Support and promote the professional development of members of the team through developing shared support and advice.

- Initiate, encourage and lead discussion about effective and exciting learning and teaching, and provide opportunities for ideas to be shared.
- Ensure routine matters are carried out efficiently e.g. homework, arrangements for visits and provide information/photographs for the school website to be regularly updated.
- Ensure a clear focus on school improvement priorities, ensuring regular opportunities for feedback and debate.
- Use data analysis to identify trends in attainment and to identify individuals/groups that are underattaining or are at risk of doing so.
- Contribute to the performance management cycle for the team.
- Co-ordinate rotas for playground duties, shared resources and adults as necessary.
- Ensure that any pastoral, prejudiced and potential bullying incidents are followed up correctly.
- Meet with the SLT regularly to contribute to school improvement priorities and provide feedback.
- Work closely with other phase leaders to ensure continuity and progression across phases.
- Take responsibility for the provision, curriculum and quality of education in a given curriculum subject.
- Speak with parents as appropriate and support staff with conversations where necessary.
- Plan and deliver CPD as needed.
- Identify and communicate own development needs.
- Work in partnership with others in the Sigma Trust.

## **Teaching**

This job description is based on the DfE Teacher Standards which define the core purpose and functions expected of a good teacher.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### **Part one: Teaching**

A teacher must:

#### **Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

### **Part two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others or not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **Special Conditions**

The postholder will be subject to an enhanced DBS disclosure and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.

At all times ensure that priority is given to the safeguarding of young people and that Safeguarding Policies and Procedures are followed.

This Job Description may be amended at any time, according to the changing priorities of the school as identified within the school's strategic plan and in consultation with the post holder.