



PHASE LEADER



JOB DESCRIPTION

Starting Date: ASAP	
Salary Grade: Leadership Pay Scale L3-L7	Status of Post: : Permanent – Full-time
Responsible to: Assistant Headteacher through to Executive Headteacher	Responsibilities: Middle Leader and Class Teacher
Responsible for: Leading a Phase, an area of whole school SEND responsibility and class based and form tutor	

This job description may be amended at any time, following consultation between the Trust Leadership Team and member of staff and will be reviewed annually. Priorities for the year will be negotiated and highlighted.

Across our trust, we are committed to supporting the mental health and wellbeing of all; including staff, learners and families. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility.

At Creating Tomorrow Trust we:

- Provide a nurturing, safe and supportive environment based on trusting relationships to:
 - Help everyone to understand and manage their emotions and feelings
 - Help everyone to feel comfortable in sharing any concerns or worries
 - Help everyone to form and maintain relationships
 - Develop self-esteem and self-worth
 - Encourage everyone to be confident and celebrate their individuality
 - Help learners to develop emotional resilience and to manage setbacks
 - Provide a structured approach to education about relationships, sex and health
 - Support parents as partners in their young person's learning and development.

As a member of the leadership team at Daventry Hill School, the Pastoral Leaders role is wide and varied, however there are a number of core features that are consistent to all leadership roles across our trust.

The five core features of senior leadership at Creating Tomorrow academies Trust:

i. Moral Purpose

- a. *Learners first – a belief that all young people can achieve and an unwavering commitment to pursue successful outcomes for all*
- b. *Championing the vulnerable*
- c. *Commitment to equality of opportunity*

ii. An Effective Team Player

- a. *Dynamic and supportive*
- b. *Committed and passionate*

- c. *Innovative and high performing*
- d. *Emotionally intelligent*
- e. *Proactive contribution*
- iii. *Dynamic and Creative Executive Leadership***
 - a. *Leading through others*
 - b. *Altruistic collaboration*
- iv. *A Significant Contributor to Strategic Thinking and Development***
 - a. *Inspire and drive*
 - b. *Oversee the development of strategy and policy*
 - c. *Lead consultation and implementation*
- v. *Courageous and Committed Leadership, Effective Role Modelling***
 - a. *Observing the highest standards*
 - b. *Getting every day right*

The ten personal qualities needed for leadership roles at Creating Tomorrow academies
Trust:

- i.** *A capacity for hard work*
- ii.** *Eternal optimism and resilience in the face of challenges*
- iii.** *The ability to inspire*
- iv.** *An unshakeable conviction that young people can be successful in spite of their circumstances or other external factors*
- v.** *High level interpersonal skills*
- vi.** *Excellent time management*
- vii.** *The ability to remain calm under pressure or in stressful situations*
- viii.** *The ability to pause and reflect and think before making an important decision*
- ix.** *The ability to respond positively to and deliver constructive criticism*
- x.** *The ability to delegate effectively*

This position is as a member of the Leadership Team and as such there will be responsibilities across the school, negotiated as appropriate within the team, however the role will have a particular focus and responsibility for overall performance and standards, the effective day to day operations and an oversight of student welfare.

Core Purpose

In addition to the duties of a class teacher

- To be responsible for the planning, teaching and learning within the phase
- To be accountable for standards across the phase (in partnership with Senior Leadership Team)
- To liaise with other Phase Leaders where necessary
- To ensure continuity and progression throughout the curriculum
- To hold a whole school responsibility (e.g. ASD, PMLD, Subject)
- To be a member of the Middle Leadership Team (MLT)

General Duties and Responsibilities

(to be read in conjunction with Teacher's job description)

- To carry out the duties of a school teacher as set out in the "School Teachers" Pay and Conditions Document.
- To continue to meet the required National Standards for Teachers.
- To deputise for the Assistant Headteacher as required.
- To undertake training and act as Educational Visits Co-ordinator if required

Key Responsibility

Leading learning & teaching in allocated phase (working closely with our other phase leaders):

Strategic direction and development of the Phase

- Develop a strategic view for the phase, which guides the policies, plans, targets and practices, taking into account SEN and National Curriculum framework.
- Develop and ensure implementation of a whole school policy for the Phase in line with the aims and policies of the school.
- Oversee all aspects of the phase organisation and management.
- Monitor the progress made towards achieving Phase plans and targets, and use this information to plan future developments, with appropriate communication to Headteacher and Governors.
- Liaise with the Senior Leadership Team taking on responsibilities to ensure smooth running of school.
- Ensure effective communication between key stages and phases, supporting transition.
- Be a strong advocate for change and champion school improvement

Learning and Teaching

- Lead by example in all areas of the curriculum.
- Monitor and evaluate curriculum coverage, continuity and progress throughout the phase.
- Co-ordinate overall assessment within the phase, monitor and support pupil outcomes – including target setting.
- Use national, local and school management data effectively, to monitor standards of achievement across the phase, taking steps to address any issues identified.
- Support and monitor individual needs, specifically Total Communication/Behaviour Management policy and practice.
- Establish effective partnerships with parents to involve them in their child's learning.
- Monitor home/school links and community links, including school based opportunities such as dual placements, integration as required.
- Co-ordinate and oversee the organisation of school visits and extra-curricular activities within the phase.

Leading and Managing Staff

- Ensure staff new to school under your line management receive appropriate support and induction
- Lead, coach, support, motivate and direct all staff working under your line management.
- Audit, manage and monitor staff expertise to identify development and training needs, setting clear performance goals, agreeing action and identifying success criteria in respect of goals.

Efficient and effective deployment of resources

- In collaboration with class staff establish resource and material requirements for the phase.
- Through action planning and budget bid inform the Executive Headteacher/Headteacher and Head of School of proposed priorities and costs.
- To effectively manage any given budget to ensure best value for students
- Distribute resources to meet the objectives of the school.
- Ensure the effective and efficient management of resources for the phase.