



Job Title: Phase Leader and Class Teacher	Reporting to: The Co-Headteachers
Closing Date: 07.06.24 9:30am	Required from: September 2024
Job Grade: MPS or UPS + TLR 2b (for KS1 or Lower Juniors), or TLR2c (for Upper Juniors)	

Gateway Academy is a flourishing 2/3 form multi-cultural Academy in the City of Westminster with a strong and committed staff where children achieve excellent academic standards.

The Governors wish to appoint a Phase Leader for KS1, for Lower Juniors and for Upper Juniors. This leadership position will include a substantial hands on teaching commitment and a curriculum responsibility.

This is a rare opportunity for the right candidate to join a highly successful Academy, led by a motivated and high performing leadership team.

We can offer:

- A happy and vibrant Academy at the heart of the community with outstanding pupils and facilities
- Supportive, hardworking and dedicated staff and governors who care passionately about the Academy and the community
- Excellent opportunities for professional development

The successful candidate will be/ have:

- An effective teacher with a proven record of raising attainment to narrow the gap between different groups of pupils
- Excellent communication, organisation and interpersonal skills and the ability to lead, motivate and inspire others
- The ability to collaborate effectively with the Co-Headteachers and Senior Leadership Team to achieve excellence
- Proven management and leadership skills
- Enthusiasm and dedication

Job Summary

1. To teach a class.
2. To lead a Phase, mainly by providing support to other adults within that Phase.
3. To lead meetings in the Phase related to school improvement work and other school priorities.
4. To provide high quality education and care for all children, in partnership with their parents and carers.
5. To lead on an area of school development (in a curriculum area).
6. To implement agreed Academy policies.

Duties and Responsibilities (as teacher)

1. To fulfil the responsibilities, tasks and duties as described in the current Teachers' Pay and Conditions Act
2. To provide a high quality teaching and learning environment that supports the delivery of the National Curriculum or EYFS Curriculum and the raising of achievement for all pupils
3. To ensure high quality assessment for learning through planned assessment opportunities and the use of this data in planning next steps with reference to the Academy's policies, and Ofsted regulations.
4. To work closely with the SENCO and Leadership Team in order to meet the needs of individual pupils.
5. To work with outside agencies as appropriate to meet the needs of the pupils
6. To create a secure and calm environment to support the personal wellbeing of all pupils
7. To foster children's independence, self-reliance and interdependence.
8. To be aware of child protection issues, identifying and monitoring suspected child abuse and children at risk, reporting to the designated child protection officer.
9. To work in partnership with parents and carers. Inform and involve parents/carers in their child's progress through informal contacts, formal consultation meetings, and through the Academy's reporting system.
10. To provide the Leadership Team with relevant curriculum and pupil performance information
11. To maintain personal expertise through continuous professional development opportunities and share this with colleagues
12. To maintain effective, professional relationships with the team of staff.
13. To attend and contribute to staff meetings.
14. To contribute to whole school policies and ensure their implementation.
15. To undertake other duties which may reasonably be assigned by the CoHeadteachers to ensure the smooth running of the Academy
16. To participate positively in all performance management arrangements

Duties and Responsibilities (as Curriculum Leader)

1. Monitor and update schemes of work and curriculum planning in your subject area
2. To work with other relevant stakeholders in developing whole school, cross curricular projects.
3. To mentor, support and supervise other teachers and teaching assistants in their roles of teaching, supporting or maintaining curriculum development.
4. Be accountable for quality of the curriculum in a subject area and lead this area across the Academy

As Phase Leader

Strategic Direction and Development of the Academy

The Phase Leader works with the CoHeadteachers and Leadership Team to implement the strategic view for the whole school. The Leader will:

- Contribute to the creation and implementation of the School Improvement Plan
- Monitor, evaluate and review Academy policies and practices in their phase.
- Implement initiative and improvement strategies in their given phase
- Work in collaboration and partnership with other adults across the Academy

Teaching and Learning

The Phase Leader works with the CoHeadteachers and Leadership Team to create and maintain an environment which promotes and secures good quality teaching, effective learning, high standards of achievement and progress along with good behaviour and discipline. The Phase Leader will:

- Contribute to the establishment and maintenance of policies which promote effective and professional practice and define curriculum content in their phase
- Participate in monitoring and evaluating the quality of teaching and standards of achievement of all pupils in their phase and subject
- Monitor, evaluate and develop the curriculum and the implementation of the curriculum and assessment policies /practice including Assessment and Moderation

Leading and Managing Staff

Working with the CoHeadteachers and as part of the Leadership Team, the Phase Leader will lead, motivate, support, challenge and develop staff to secure improvement. The Phase Leader will:

- Plan, allocate, support and evaluate (moderate) the work undertaken by their phase's teaching and support staff as groups, teams and individuals
- Find solutions to remove barriers to learning in their phase
- Participate in progress meetings and provision for their phase
- Support the appraisal process for identified staff

Accountability

The Phase Leader will support CoHeadteachers and the Leadership Team to account for the efficiency and effectiveness of their phase to the Governors and other stakeholders, including parents, staff and the local community. The Phase Leader will:

- Contribute to the creation and development of an organisation in which all staff recognise that they are accountable for the success of the phase/ Academy.
- Contribute to the presentation of reports of their phase's performance to SLT, the Governing Board, parents and others.
- Contribute to the establishment and monitoring of systems which keep parents well informed about curriculum, children's achievements and progress and encourage parents and other family members to make a contribution to achieving challenging targets for their children.

PHASE LEADER – PERSONAL SPECIFICATION

How Tested: **A:** Application form

I: Interview

P: Presentation

T: Task

Educational Qualifications and Training	
Essential	<ul style="list-style-type: none"> • Qualified Teacher Status A • Degree or equivalent A • Evidence of further study A
Experience	
Essential	<ul style="list-style-type: none"> • Experience and understanding of teaching and learning within more than one year group in the primary age range A • Previous recent experience of leadership in a primary school A • Experience of data analysis A • Build and maintain effective relationships and communicate appropriately with all stakeholders. AIPT • A record of excellent behaviour management skills AIP • An understanding of the importance of listening to, reflecting, and acting on feedback AIPT • Experience of responsibility for effectively developing, monitoring and evaluating an aspect of school provision AI • Experience of leading and managing people AI • Lead by example and aim to inspire, motivate, influence, and empower staff and pupils AIPT
Desirable	<ul style="list-style-type: none"> • Developing and implementing strategies for developing a whole school curriculum. AI
Knowledge and Understanding	
Essential	<ul style="list-style-type: none"> • Up-to-date knowledge and understanding of current educational issues A • Demonstrate a commitment to safeguarding for all A • An ability to demonstrate understanding of equal opportunities. A • A proven track record as an effective teacher AI • Understanding of strategies for school improvement AP • Knowledge of the curriculum for more than one year group AP • In-depth knowledge of effective pedagogy APT • Knowledge of effective strategies for maintaining and developing high standards of attainment APT • A commitment to improving the life chances of young people and be motivated by a desire to provide high standards of service delivery. AP • Knowledge of how effective use of assessment and target setting can raise standards AP
Desirable	<ul style="list-style-type: none"> • Evidence of highly effective teaching in more than one key phase A • Successful subject leadership in a curricular area A

Skills	
Essential	<ul style="list-style-type: none"> • Ability to prioritise, work under pressure and meet deadlines AP • Effective problem solving skills AP • Effective administrative and organisational skills A • Ability to motivate, lead and manage people to work both individually and in teams AIPT • Ability to implement change and plan strategically API • Ability to influence others in a positive way AIPT • Outstanding communication skills with a range of audiences both orally and in writing AIPT
Personal Attributes	
Essential	<ul style="list-style-type: none"> • Value all children and be committed to the development of the whole child AP • Display restraint and remain calm and positive even in difficult circumstances AIPT • Ability to deal with sensitive issues in a professional manner AIPT • Relate well to pupils, staff and parents and care about their individual needs AIPT • Ability to adapt to changing circumstances and new ideas in a positive and creative manner ATP • Act as a role model and lead by example ATP