



JOB DESCRIPTION

Phase Leader

SCHOOL:	Moorside Community Primary School
----------------	-----------------------------------

Job Title:	Phase Leader
-------------------	--------------

Grade:	L2 – L6
---------------	---------

Directly responsible to:	Deputy Headteachers / Head Learner
---------------------------------	------------------------------------

Supervisory responsibilities:	Management and organisation of a phase
--------------------------------------	---

Hours of Duty:	Full Time
-----------------------	-----------

Primary purpose of the job:

- To lead a phase under the direction of the Head Learner which will be reviewed as required
- To manage the phase under the direction of the Pastoral and SEND DHT
- To ensure all agreed policies are delivered consistently at the point of delivery in each phase
- To monitor and support the overall progress and development of learners as a teacher
- To facilitate and encourage learning experiences which provide learners with the opportunity to achieve their potential and to contribute to raising standards of their attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
- To ensure that SEND provision, including our bespoke provisions (The Hive, Blossom Room and /or Tree House), is exceptional at the point of delivery, in doing so supporting the SENDCo in delivery of their duties

Responsibilities:

- To manage the phase under the direction of the Pastoral and SEND DHT – Educational trips, cover, supervision, staff absence management etc. Acting as Appraiser for staff within your allocated Phase and completing 'Return to Work Interviews' for staff within your allocated Phase.
- To ensure that the agreed school curriculum for all pupils is taught consistently in line with agreed school policies
- To provide well planned, full learning experiences and support for pupils
- Contribute to the school process of self-evaluation and development, to have regard for your own professional development and to play a part in the general life and work of the school its meetings and events
- To provide a focus on teaching and learning through, training, support and advice to the school, all its staff and to inform the policies, schemes and codes of practice
- To lead, manage and develop a Curriculum Team and be accountable for pupil progress across the school in these curriculum areas.
- To lead, manage and develop Subject (Core or Foundation) and be accountable for pupil progress across the school in this Subject.
- To have an impact on the educational progress of all pupils in your phase
- To be involved in the leading, developing and enhancing of the practice of teaching of other staff.
- To work alongside the other phase leaders and the SENDCo to develop an effective provision for all children to consistently and successfully engage in our curriculum.

Strategic Planning and Curriculum:

- To lead and assist in the development and implementation of policies, practices and the curriculum schemes of work which reflect the schools' commitment to high achievement and effective teaching and learning
- To contribute to the creation of a climate, which enables other staff to develop and maintain positive attitudes towards their teaching
- To help to establish, with the involvement of relevant staff, long term plans for development which:
 - Contribute to whole school aims, policies and practices.
 - Are understood by all those involved in putting the Plans into practice.
 - Are clear about the action to be taken, timescales and Criteria for success.
- To monitor the progress made in achieving subject plans and targets and use the analyses to guide further improvement in revised plans and reports.
- Alongside the Curriculum and Assessment DHT, use data to implement required and necessary changes
- To present and communicate effectively (DHT/HL) all appropriate evidence both in school and from outside to inform policies, practices, expectations, targets and teaching methods.
- To contribute to the school process of self-evaluation and development in the SIP and SEF

Teaching and Learning:

- To be a consistently highly effective teacher with the ability to model effective practices
- To consistently fulfil all standards set out within the teacher standards document
- To effectively adapt the curriculum to meet the needs of all pupils
- To ensure curriculum coverage, continuity and progression for all learners through planning, setting and marking of appropriate work
- To ensure effective development of learners' Literacy and Numeracy skills throughout your teaching
- To evaluate your teaching and use this analysis to identify effective practice for implementing a variety of teaching strategies and areas for your own professional improvement
- To maintain discipline in accordance with the school procedures and to encourage good practice with regard to attendance and punctuality, behaviour, standards of work and homework.
- To establish and implement school policies and practices for assessing, recording, and reporting on learners' achievement and using this information to recognise progress in report writing and record keeping
- To ensure that information about learners' achievements in previous classes is used for valued further progress.
- To set expectations and clear targets for support staff and learners in relation to the standards and needs of the learners' and evaluate progress, achievement and the next steps for further progress to be made

Leading and Managing:

- To establish constructive working relationships among staff with whom you work, through team working relations and mutual support, evaluating practice, and developing an acceptance of accountability
- To sustain one's own motivation and, where possible that of other staff, through having a positive attitude and an understanding of the ethos, aims and values of the school
- To lead school professional development through example, training and support to all the school staff.
- To ensure that the Head Learner, both Deputy Head Teachers and Governors are well informed about the latest educational thinking on curriculum delivery, developments, expectations and standards both nationally and in school

Effective use of Resources:

- To establish resource needs and advise the SLT of likely priorities for expenditure and allocate available resources with maximum efficiency to meet the objectives of the school and its plans.
- To ensure the effective, efficient management and organisation of learning resources, including the use of information and communication technology in your teaching, planning, research, assessment, and record keeping
- To maintain existing resources and explore opportunities to develop or incorporate new resources from a wider range of sources inside and outside the school
- To support and discuss school policies at Governors and /or parents' meetings when requested to do so. To contribute towards the enhancement and broadening of the schools present policies in parental and community involvement.
- To support and contribute to effective working relationships with teachers, parents, LA Officers and Advisors, at school, LA, national meetings, the media and the community generally; to be accountable to the Head Learner, the School Governors and the LA.

General Duties and Other Responsibilities:

- To adhere to all agreed policies, procedures as agreed by the Governing Board
- This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out, although the duties listed will qualify for non-contact time for Preparation, Planning and Assessment, in line with your teaching time (10%) and negotiated time for you to carry out your teaching and learning responsibilities in line with the schools SEF and School Improvement Plans.
- To work in accordance with 1988 Education Act, more recent legislation with particular reference to Health and Safety requirements and LA Policy and advice.
- Employees are expected to be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers.
- A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances.
- It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.
- Any such further reasonable direction to you, not covered above, will be the responsibility of the Head Learner or their delegated authority.

Safeguarding Responsibilities:

- The postholder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect of individual children.
- To be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To support the protocols and systems that are in place to address the needs of children with special educational needs and 'children in need' as defined by the Children Act.
- To ensure child protection procedures and processes are followed across the school.

Review arrangements:

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the school will expect to revise this job description from time to time and will consult with the post holder at the appropriate time.

Review Date: March 2025

Reviewed By: S Howard