

Role: Phase Leader

Grade/Salary:	Main Scale / Upper Pay Scale, plus TLR
Hours:	Full time
Contract:	Permanent
Closing date:	Friday 20 May 2022, 12.00 noon
Interview date:	Wednesday 25 May 2022
Start date:	1 September 2022

Key Summary

The Phase Leader will have responsibilities in the areas of leadership, curriculum development, monitoring achievement and progress within the phase, liaison with parents and pastoral duties.

Key Contributions / Responsibilities**Leadership**

- Support whole school initiatives within the phase through the development of an action plan that supports SIP priorities.
- Line manage teaching assistants within the phase.
- Implement and support the performance management process as a reviewer when requested.
- Ensure that the aims, policies and values of the school are upheld within the phase.
- Lead regular phase meetings with team members.
- Take a lead in securing and embedding within your phase the pastoral and behavioural support systems in the school.
- Support a culture of 'open classrooms' as a basis for sharing best practice.

Indicators of Success:

- Action plans for the phase will ensure SIP priorities are a focus within the phase.
- Performance management carried out for phase teaching assistants.

Curriculum Development:

- Lead, develop and enhance the teaching of others within the phase.
- Monitoring and developing the quality of teaching and learning and sharing judgments with teachers and support staff as appropriate to include:
 - o In-class coaching support where appropriate;
 - o Mentoring support for NQTs/RQTs
 - o Support for good and outstanding teachers to share expertise within their phase;
 - o Individual coaching to support planning and assessment;
- Support the vision and ethos of the Maths and English subject leads to embed consistency across the whole school.

Indicators of Success:

- Support plans for staff within the phase where needed.
- Coaching plans
- Subject monitoring will demonstrate a support for the whole school curriculum vision and ethos.

Monitoring Achievement and Progress:

- Closely monitor the progress and attainment of children within the phase ensuring high expectations by all teachers.
- Ensure that the target setting process is robust and is linked to standards and individual achievement.
- Use data and children's work to monitor progress and implement changes where necessary.
- Work with DHT, HoS and SENCo to implement and assess interventions within the phase.

Indicators of Success:

- Termly data checks will be inline with SIP targets.
- Agreed intervention plans.
- Vulnerable and disadvantaged groups will be working on a par with their non-disadvantaged peers.

Liaison and Pastoral:

- Closely liaise with other phase leaders to ensure effective transition for pupils from one year to another.
- Work with other phase leaders to ensure effective communication across the school.
- Foster and develop good relationships within school and between parents and Governors.
- Foster and develop an atmosphere of trust and care within school in order to generate a healthy team approach and a climate of security.

Indicators of Success:

- High levels of parental engagement e.g. parents evening.
- Attendance >95%

Safeguarding:

- Understand the safeguarding policy and procedures.
- Ensuring that the Safeguarding procedures are followed by all staff within the phase.
- Be mindful of Health and Safety regulations.
- To be responsible for promoting and safeguarding the welfare of children and young people within the phase.

Behaviours / Values in action:	Skills, Knowledge & Experience:	Scale and scope:
<ul style="list-style-type: none">• Show a high level of confidentiality and professionalism at all times.• Evidence of commitment to own continuing professional development.	<ul style="list-style-type: none">• Qualified Teacher status.• Degree or equivalent.• Recent experience of middle leadership or leading a whole school initiative.	<ul style="list-style-type: none">• Reports to: DHT and HoS

<ul style="list-style-type: none"> • Ability to think creatively and imaginatively. • To be an effective role model for your team in terms of teaching, behaviour management and classroom management 	<ul style="list-style-type: none"> • A consistently Good / Outstanding classroom practitioner at all times. • Proven high expectations of children's attainment and progress. • Experience of effectively leading a whole school initiative and having whole school impact. • Good interpersonal skills. • Good people management skills. • Good level of ICT literacy. • Understanding of effective teaching strategies and teaching styles. 	
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