

## **LONDON BOROUGH OF BROMLEY**



### **Job Description**

#### **Phase Leader**

#### **Strategic responsibilities:**

- To have full-time, day-to-day operational responsibility for one phase / site plus additional whole-school responsibilities.
- To uphold the values, vision, mission and school pledges and ensure the successful implementation, monitoring, development and review of policies to support these aims.
- To contribute to key priorities set out in the School Development Plan and to report to the Leadership Team and Governors on progress in agreed areas.
- To maintain a stimulating, purposeful and conducive learning environment in which the individual needs of all pupils within the phase / site are met.
- To work closely with the Senior Leadership Team to support the quality of teaching and learning within the phase / site and to devise systems which ensure continual improvement.
- To monitor, track and report on pupil achievement within the phase / site and provide support to secure excellent holistic outcomes for all pupils.
- To support the school's wellbeing and belonging agenda and contribute to the Curriculum Framework based on The Pursuit of Happiness.
- To act as Line Leader in the Appraisal process for a defined group of staff, including organising induction programmes for key personnel.
- To lead and implement the school's Quality Assurance systems across the phase / site and provide expert developmental feedback to secure excellent outcomes.
- To support effective multi-agency working within the phase / site and advise Leadership Team colleagues of changing priorities.
- To provide effective support, challenge and professional development for teachers (including ECTs and UQTs) with regard to curriculum innovation, assessment and research-informed approaches and interventions.
- To ensure the effective internal organisation, delivery and monitoring of all pupils' Education, Health and Care Plans (EHCPs) within the phase / site.

- To ensure the smooth and successful transition for pupils joining and leaving the phase / site.
- To ensure families' first experiences of the school (pre-transition) are excellent, delegating responsibility to key personnel as required.
- To ensure that the wider school community are well-informed about plans, priorities and proposed strategies for improvement.
- To ensure that all pupils within the phase / site have their sensory and communication needs fully met, signposting to other colleagues as required.
- To act as one of the school's Safeguarding Leads and to liaise with external agencies as required to secure the best possible outcomes for pupils and families within the phase / site.
- To act as one of the school's Mental Health First Aiders within the whole-school framework for supporting staff wellbeing.
- To undertake a teaching commitment (to be negotiated with the Headteacher) in order to lead by example and promote outstanding classroom practice.

#### **General responsibilities:**

- The education and welfare of designated classes or groups of pupils in accordance with the requirements of Conditions of Employment of School Teachers, having due regard to Riverside School's values, vision, mission, aims, objectives and school policies.
- To share in the corporate responsibility for the wellbeing of all pupils.
- To carry out any reasonable instructions given by the Headteacher.

#### **Safeguarding**

Riverside School is committed to providing equality of opportunity and to safeguarding and promoting the welfare of children and young people. There is an expectation that all staff share this commitment. The postholder will be required to adhere to the school's safeguarding procedures and policies and be seen to actively promote them in all aspects of their work.

#### **Equal Opportunities**

Riverside School takes its duty to eliminate unlawful discrimination, harassment and victimisation seriously. All staff are expected to share this commitment and foster good relations between different groups and treat all people associated with the Riverside School community with dignity and respect at all times.

## **Health and Safety**

All staff are required to work in accordance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties they come into contact with. In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work and including such information, training instruction and supervision as necessary to accomplish those goals.

## **General notes**

- Job descriptions are subject to review.
- The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.

## Person Specification for the Post of Phase Leader at Riverside School

<b>Qualifications</b>
<p>Qualified Teacher Status.</p> <p>An advanced qualification in the education of pupils with SEN (desirable, not essential).</p> <p>A leadership qualification (NPQs or similar).</p>
<b>Experience</b>
<p>Significant experience of teaching pupils with complex needs (SLD, PMLD and/or ASD).</p> <p>Significant experience overseeing other classes, with full accountability and responsibility for outcomes.</p> <p>Significant experience of day-to-day operational responsibility for a phase or site containing several classes.</p> <p>Significant experience of leading initiatives and innovations which have had whole-school impact.</p>
<b>Professional Skills</b>
<p>Proven ability to demonstrate outstanding classroom practice.</p> <p>Evidence of innovative and creative work with staff at a whole phase / site level.</p> <p>Evidence of successful multi-agency working leading to significantly improved outcomes for pupils and families.</p>
<b>Leadership and Management</b>
<p>Evidence of successful experience within a Leadership Team (middle or senior leadership)</p> <p>Proven ability to support, challenge, develop and lead teams successfully.</p> <p>Evidence of successful experience of delivering new initiatives and managing the change process.</p> <p>Proven ability to develop other staff using a range of leadership styles and approaches.</p> <p>Evidence of effective contribution to School Improvement Planning processes.</p> <p>Evidence of effective contribution to school self-evaluation.</p> <p>Evidence of high personal performance within a challenging environment.</p> <p>Evidence of innovative and creative work with families.</p> <p>Evidence of effective delegation to staff and effective follow-up to ensure tasks are completed well.</p> <p>Evidence of holding others to account for performance and improved outcomes.</p>
<b>Knowledge</b>
<p>Knowledge and experience of recent curriculum and assessment developments for children with SEND.</p> <p>Knowledge of child development as this pertains to effective teaching and learning.</p> <p>Knowledge of evidence-based and innovative practice in the teaching of pupils with a range of complex needs.</p> <p>Knowledge of how to provide effective pastoral support for pupils.</p> <p>Knowledge of how to promote advocacy skills in children and young people with complex needs.</p> <p>An interest in educational and leadership research.</p>
<b>Personal Skills</b>
<p>Proven ability to:</p> <p>Generate enthusiasm for new ideas in both pupils and staff.</p> <p>Inspire others with confidence.</p> <p>Communicate effectively to groups and individuals, both within and outside the school.</p> <p>Resolve conflict through empathy and emotional intelligence.</p> <p>Demonstrate a flexible approach to a variety of issues and a willingness to listen to others.</p> <p>Analyse situations, make the right decisions and implement realistic solutions.</p> <p>Provide advice and guidance to families in a positive and clear manner.</p> <p>Remain calm when working under pressure.</p>
<b>Philosophy</b>
<p>Alignment with the school's values.</p> <p>Commitment to the provision of the highest quality education for all pupils.</p> <p>Evidence of understanding and commitment to Equality of Opportunity.</p> <p>Respect for pupils' individual differences and understanding of equity.</p> <p>Commitment to working in partnership with families and the community to secure the best possible outcomes.</p>