

Job Description and Person Specification

JOB DESCRIPTION

JOB TITLE	Phase Leader
EMPLOYER	University of Brighton Academies Trust
LOCATION (Academy)	Desmond Anderson Primary Academy
SALARY	Main Teachers Pay Range/UPR plus TLR2a
RESPONSIBLE TO	Principal
MAIN PURPOSE OF THE JOB	<ul style="list-style-type: none"> • To model outstanding classroom practice within the classroom • To be responsible for the operational day-to-day running of a Key Stage (including key events) and ensuring compliance to policy within the Key Stage. • To be the first point of contact for queries in relation to the Key Stage.
MAIN TASKS / KEY RESPONSIBILITIES	
1	To demonstrate a commitment to the academy vision in the journey to demonstrating consistent outstanding practice.
2	To hold a classroom commitment which models outstanding practice, maintaining an excellent learning environment that encapsulates the overall vision for the academy.
3	To establish and maintain excellent relationships with both, pupils, parents, staff and the wider community.
4	To ensure high and consistent standards of work and behaviour from staff and pupils within the academy community.
5	Support the implementation of PHIA's ambitious curriculum, with a specific focus on the attainment and progress of disadvantaged pupils (lowest 20%).
6	To maintain a high profile throughout the academy.
7	To build an effective team, through the use of regular team meetings which include team building activities.
8	To know the strengths and development points of the teaching profile within their Key Stage.

9	To support and coach staff, to ensure that all teaching is good or outstanding
10	To ensure effective communication with the Assistant Principal for the Key Stage to ensure that they are well informed.
11	To take a lead in the organisation of Key Stage events throughout the course of the year.
12	Undertake such other duties as reasonably correspond to the general character of the post and support the Senior Leadership Team.
13	To carry out all activities in such a manner that data protection requirements are met and are in line with the Academy's policies for Health and Safety, and Equal Opportunities

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Date: July 2023

Additional Information

- All Support Staff posts within the Academy are subject to a one year probationary period.
- This post is subject to a Disclosure and Barring Services (DBS) check.
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

EDUCATION AND QUALIFICATIONS

- Qualified Teacher status
- Degree/PGCE
- Evidence of recent relevant professional development

KNOWLEDGE AND EXPERIENCE

- Minimum of three years recent successful experience in a Primary/Infant School
- Outstanding Key Stage 1 practitioner
- Strong understanding of the EYFS and national curriculum.
- Experience in leading one or more curriculum areas, including identifying needs, planning, monitoring and evaluation of standards.
- Proven ability in leading staff teams / curriculum development and measuring progress
- Experience of / involvement in whole-academy self-evaluation and ADP processes
- Experience of policy development and review
- Experience of management and leadership of a team of teachers and/or support staff: coaching/mentoring/performance management would be desirable.
- Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the Academy's resources and the individual child.
- Knowledge of current educational issues and their relationship to the inclusion behaviour support and education welfare services.
- Involvement in staff recruitment and selection
- Experience of timetabling

KEY SKILLS AND ABILITIES

- Excellent teacher
- Ability to work cooperatively as a leader and member of a team
- Proven ability to implement strategies for raising pupil achievement including monitoring and evaluation of the work of others
- Excellent people skills – motivating, nurturing and challenging children and adults to achieve their best
- Knowledge of data management – ability to use assessment data to report on pupils' performance to the SLT and governors
- Excellent ICT skills for teaching, learning and management
- Confidence, clarity and decisiveness in making and carrying out decisions
- Experience in working with other partners – Secondary / pre-academy / extended services / ITT provider

PERSONAL ATTRIBUTES

- Approachable with excellent interpersonal and communication skills to a wide audience
- A commitment to inclusive education and willingness to respond to the needs of individual learners with sensitivity
- An ambitious and diligent professional who can motivate and inspire others including pupils, teachers, parents and governors.
- Commitment to safeguarding and promoting the welfare of children.
- Ability to promote and develop positive relationships within and beyond the academy
- Ability to analyse, prioritise and meet deadlines
- Resilient. Having the ability to remain positive with a cheerful disposition.
- Proven track record of achieving targets - tenaciously ensuring projects are seen through to completion
- Ability to demonstrate commitment to Equal Opportunities
- Willingness to participate in further training and development opportunities offered by the Academy, to further knowledge