



JOB DESCRIPTION – PHASE LEADER

TLR: In addition to the postholder's salary, a TLR will be paid in accordance with the School's Pay Policy.

Responsible to: Deputy Headteacher

Core purpose:

In addition to the responsibilities of class teacher as set out in the appropriate job description and the school teachers' pay and conditions document, the Phase Leader will:

- play a role in the distributed leadership and management of the school, and
- work in partnership with the Headteacher, Deputy Headteacher, Assistant Headteachers and as a member of the Senior Leadership Team (SLT)

Operational Responsibilities:

Strategic Direction and Development

- Working within the SLT, to contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development.
- To communicate the school's vision and objectives to all members of the school community and support the effective delivery of the school's aims.
- To support all staff within the phase in achieving the priorities and targets which the school sets for itself and to provide them with support and guidance.
- To ensure that parents/carers are well informed about the school curriculum, its targets, children's attainment and progress and their part in the process of improvement.
- Enable the views of both parents/carers and children to be heard and considered as part of school strategic direction and development.
- To ensure the smooth running of the phase by assisting with general organisational and administrative tasks.
- To be responsible for the organisation of school trips within the phase and be the professional lead of the residential school journey (if required within the phase).
- Demonstrate high standards of personal integrity, loyalty, discretion and professionalism.
- Publicly support all decisions of the SLT and Governing Body.
- Undergo training, when necessary, to develop and maintain the knowledge and skills required to carry out the role of a DDSL
- Support the DSL in ensuring the school's child protection policies are known, understood and used appropriately

Teaching and Learning

- Provide an example of excellence as a leading classroom practitioner within the phase, inspiring and motivating other staff.
- Working closely within the SLT, sustain high expectations and excellent practice in teaching and learning throughout the phase.
- Motivate, challenge and support staff within the phase to enable them to achieve high standards.
- Support all members of the SLT in the monitoring of the quality of teaching and learning and children's achievement, including the analysis of performance data.
- Monitor and review assessment data from class teachers within the phase before submission deadlines to SLT.
- To be responsible for behaviour management throughout the phase.

Leading and Managing Staff

- Working within the SLT, lead, motivate, support, challenge and develop all staff within the phase to secure continual improvement including his/her own CPD.
- Lead in Performance Management of staff within the phase, as directed.

- Co-ordinate staff to ensure effective organisation of special events e.g. Harvest, year group productions, curriculum events etc.
- Lead phase meetings, keeping minutes of agreed actions.
- Promote staff wellbeing.

Efficient and Effective Deployment of Staff and Resources

- As a senior leader, deploy people and resources efficiently and effectively within the phase to meet specific objectives in line with the school's plan and financial context.

General

- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To be responsible for promoting and safeguarding the welfare of children, and to comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed once a year and it may be subject to modification at any time after consultation with the postholder.
- All staff members participate in the school's performance management scheme.

Signed _____ postholder Date _____



Person Specification – Phase Leader

<p>Qualifications, Knowledge & Experience:</p>	<p>Essential</p> <ul style="list-style-type: none"> • Qualified Teacher Status Have met the Teacher Standards and continue to meet them. • Successful teaching experience within relevant phase. • Evidence of outstanding classroom practice, resulting in successful learning outcomes with the class and phase. • Detailed knowledge and understanding of the curriculum taught within relevant phase. • Experience of successful leadership of CPD for teachers and teaching assistants. • Evidence of taking responsibility for own professional development. • Knowledge of current developments in teaching and learning. • Evidence of working with other professionals as part of a team. <p>Desirable</p> <ul style="list-style-type: none"> • Evidence of recent leadership and management. • Successful primary teaching experience beyond the relevant phase in EYFS, KS1 or KS2. • Understanding of personal involvement in the wider curriculum.
<p>Knowledge/ Skills (Ability to)</p>	<p>Essential</p> <ul style="list-style-type: none"> • Able to reflect and improve on classroom practice through CPD. • Able to model outstanding teaching to colleagues. • Experience of supporting and monitoring colleagues. • Experience of monitoring and evaluating the quality of teaching and learning, resulting in positive outcomes for colleagues and children. • Able to build team capacity and effectiveness within the relevant phase. • Able to contribute to school improvement planning, school self-evaluation and development of school policies. • Effective communication with all stakeholders, including parents/carers, colleagues and leadership team. • Able to effectively lead, monitor and inspire staff and children, setting high expectations. <p>Desirable</p> <ul style="list-style-type: none"> • Knowledge of how to use and adapt a range of teaching and learning strategies, particularly in relation to the core curriculum, in order to guide policy. • Experience of managing a team to successfully achieve agreed goals. • Deal successfully with situations that may include difficult situations and conflict resolution.
<p>Personal Attributes</p>	<p>Essential</p> <ul style="list-style-type: none"> • Good organisation and time management skills. • Commitment to the highest standards of safeguarding and child protection. • Enjoy working with children. • Understand the need for appropriate confidentiality. • Demonstrate energy, vigour and perseverance and promote an 'I can' philosophy. • Dynamic, innovative and forward thinking approach to school improvement. • Ability to prioritise, plan and organise own work and that of others. • Effective interpersonal skills. • Self-motivated and a desire to achieve the highest possible standards. • Be an effective team player who works collaboratively and effectively with others. • Able to establish and maintain credibility with all staff and able to develop positive relationships with all stakeholders including parents/carers, colleagues and governors. <p>Desirable</p> <ul style="list-style-type: none"> • Willingness to take on delegated responsibility in relation to the TLR role. • Ability to build on the experience, advice and contribution of others.

