



Phase Leader Job Description TMS/ UPS and TLR 3

Job Purpose

You will be responsible to the Headteacher to provide professional leadership in the phase which you lead. You will be expected to promote and support the progress of all children to achieve the highest possible standards. You will have impact on educational progress beyond the assigned pupils you teach.

The range of duties listed below amplify and extend the role of a class teacher, but do not replace such other duties that may be required, as laid down by the School Teachers' Pay and Conditions Document 2019. All teachers will work within the framework of such legislation, as well as within LA and school policies and guidelines on curriculum and organisation. Specific variations will be made by negotiation with the Headteacher and Governing Body.

Job role

This role is class based.

Duties specific to teachers with TLR 3 (KS1 or KS2 Phase Leader) The teacher will have responsibility for:

- Developing teaching and learning across the curriculum in order to raise achievement (whole school)
- Co-ordination of a school phase, in this instance either KS1 or KS2

Duties and responsibilities include:

Leading a phase;

You will be responsible for providing professional leadership and management of the relevant Key Stage curriculum and staff team to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

You will do this by:

- leading the planning, teaching, learning of the relevant key stage curriculum to ensure their delivery is of a high standard
- modelling effective planning and teaching of the relevant key stage curriculum to others
- supporting colleagues in their classroom practice
- monitoring colleagues and giving constructive feedback
- addressing concerns as they arise and sharing emerging issues with the headteacher
- planning for and leading the assessment of children, through effective implementation and monitoring of school assessment procedures, i.e. in KS1

the Phonic Screening and Year 2 SATs, in Middle Phase the Multiplication Test, in Upper Phase Year 6 SATs and writing assessments.

- having an overview of the achievement of all children across the phase
- ensuring the successful transition between EYFS and KS1
- ensuring the successful transition between KS1 and KS2
- assisting the Senior Leadership Team in analysing the in-year assessments, and end of year data
- working with the Inclusion Team to ensure that all children's needs are met in the relevant phase
- working with the Headteacher to plan for the effective use and deployment of resources in the relevant phase, including shared areas

The Phase Leader will assist the Headteacher and Senior Leadership team in:

- Leading by example, creating and maintaining a positive ethos and demonstrating professional behaviour and attitudes at all times
- Being a positive role model for other members of staff in all matters relating to class organisation, teaching and learning and professional conduct
- Establishing and implementing policies and practices which ensure high achievement and effective teaching and learning
- Monitoring and evaluation of policies and practices within the phase, including teaching and learning
- Monitoring standards of work in phase classrooms. Ensuring feedback on standards to the Leadership Team.
- Ensuring parity of provision across classes within year groups and full coverage of the Stivichall Curriculum across the phase
- Taking a leading role in behaviour management by being aware of behaviour issues in the phase classrooms and corridor, monitoring behaviour at times of transition and giving teachers support as detailed in the behaviour policy
- Leading phase assemblies
- Supporting whole school behaviour through reflection time and follow up communication with parents of children as appropriate
- Leading phase meetings. A copy of the minutes will be given to the Headteacher.
- Monitoring planning and work in children's books, giving verbal and written feedback where appropriate and acting on issues arising
- Attending Senior Leadership Team meetings when necessary
- Supporting extra-curricular and wider school activities which promote the school values and strengthen community relationships
- Taking part in Professional Development activities which support and develop the role in leadership and management.

Carrying out any other duties to ensure the smooth running of the school which might reasonably be requested by the Headteacher



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Job Title: Phase Leader and Teacher		TMS/ UPS and TLR
Knowledge	<ul style="list-style-type: none">• Knowledge and understanding of the principles of primary education at Reception, Key Stage 1 and Key Stage 2.• Up-to-date knowledge of curriculum management including the statutory requirements of the National Curriculum at Key Stages 1 or 2.• Knowledge of the school's role in providing effectively for the needs of all pupils, including those with special educational needs.• A high level of understanding of assessment, recording and reporting of pupils' progress and achievements in order to meet the statutory requirements of the National Curriculum.	

<p>Skills and Abilities</p>	<ul style="list-style-type: none"> • vision, initiative and potential leadership in managing change, including evidence of strategies used in managing change; • understanding of whole school issues and their management; • sound understanding of staff development including CPD and Performance Management; • effective participation in strategies supporting staff development; • good personal relationships, e.g. the ability to lead, be a member of a team, delegate appropriately, and handle difficult situations sensitively; • an appreciation of the importance of establishing and developing close relationships with parents, governors, the local community, and other external agencies; • an understanding of the importance of involving staff, parents, governors and other interested parties in the process of establishing a clear and shared set of aims, objectives and values for the school; • the ability to communicate effectively, both orally and in written form, to a variety of audiences; • a commitment to, and putting into effect of Equal Opportunities policies. • a recognition of the management role as an exemplar of good practice in terms of: supporting colleague, meeting deadlines, high quality display, behaviour management, personal timekeeping and attendance, supporting school policy, quality first teaching, maintaining an organised and attractive learning environment and initiative in identifying and dealing with issues as they arise. • a commitment to, and a recognition of, the importance of extra-curricular and PTA activities.
<p>Experience</p>	<ul style="list-style-type: none"> • Recent substantial experience with primary aged pupils. • Recent substantial experience of management of a subject or initiative. • Experience of a commitment to a team approach to management, including the management of change. • Evidence of specialism in, or recent experience of leading or co-ordinating a curriculum area.
<p>Educational</p>	<ul style="list-style-type: none"> • Qualified Teacher • Evidence of involvement in INSET activities as a participant and deliverer • Evidence of commitment to further professional development • Excellent and unequivocal references
<p>Stivichall Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant's appointment will be subject to satisfactory Enhanced Disclosure from the Disclosure and Barring Service.</p>	

Date: July 2020