

**Post Title: Phase leader; (Area of responsibility referred to as 'Phase')**

**Responsible to:** Head teacher

**Responsible for:** Phase teachers and identified curriculum area (negotiable)

**Salary Grade:** TLR 2

**Requirements:**

The professional duties of teachers, (other than the Head teacher) are set out in the School Teachers pay and conditions document and describe the duties required of all teachers. In addition, the specific requirements of the post, along with the particular duties expected of the post holder have been set out below

- Hold QTS
- Demonstrate an ability to teach across the school
- A proven track record of excellent outcomes in public examinations
- Excellent organisation and communication skills
- A proven track record of supporting teachers to develop their practice
- Leadership qualities

**Purpose:**

- To be a member of the Extended Leadership Team (ELT)
- To motivate, inspire and support all staff, governors, pupils and parents
- To be responsible for securing the highest possible standards of pupil achievement across the Phase in all curriculum areas through monitoring, evaluating and setting targets for improvement
- To lead, develop and enhance the teaching practice of others across the school by evaluating, supporting, coaching and guiding
- To be accountable for the strategic leadership and management of the Phase, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies
- To be responsible as appropriate for leadership, management and organisation in planning, implementation and co-ordination of the Phase curriculum, the induction of new staff, liaison with parents and the wider community as appropriate
- Planning and managing associated and relevant resources/ teaching materials/ programmes/ courses of study/ methods of teaching and assessment
- To be a line of communication between the Phase staff and the Leadership Team
- To ensure the consistent accurate use and implementation of Thinking Schools ethos across your Phase
- To lead an area within the 'Thinking Curriculum' to support the development and leadership of others within your team

**Accountabilities:**

**1) Strategic direction:**

- Support and secure the commitment of others to the vision, ethos and policies of the school and to promote high levels of achievement within the school
- Support the creation and implementation of the School Improvement Plan and take responsibility for delegated aspects
- Take an active role in School Self Evaluation
- Support staff in achieving the priorities and targets of the school and monitor progress of pupils across key stage areas of responsibility

- Support the evaluation of the effectiveness of school policies and developments and analyse their impact on the school/key stage area of responsibility
- Support the triangulation of learning and teaching, including support staff, within the phase.
- Set improvement targets and monitor and evaluate their effectiveness and impact on children.
- To line manage assigned members of the school team
- Ensure that parents are well informed about the curriculum, targets, pupil's progress and attainment in the Phase
- To display exemplary classroom practice which meets the aims and objectives of the school
- To support the development of ARR (assessment, reporting and recording) procedures and policy which facilitates curriculum progression and continuity
- To monitor and evaluate teaching and learning within the Phase
- To lead new initiatives across the whole school
- To lead on the consistent implementation of the school's culture and ethos, including policies such as the behaviour policy and personal development, behaviour and welfare initiatives
- To safeguard every pupil's health, safety and well-being in line with school Policies.
- To provide reports to parents, pupils, Governors and the Leadership Team with regard to the progress within the specified phase.
- To keep up to date with current trends and research and to debate as appropriate.

## **2) Teaching, Learning and assessment**

To seek to develop, with the support of the Headteacher and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupils' needs, by monitoring the quality of teaching and standards of pupils' achievements, and by supporting the setting of targets for improvement. To work collaboratively with the other Phase Leaders, developing the curriculum across the school.

Including:

- Whole school targets are met for all pupils within the phase, with a sharp focus on groups such as those that are disadvantaged, EAL and the most able
- Monitor planning, assessments and pupil's work to ensure appropriately differentiated activities are planned and implemented
- Monitor and evaluate the teaching ensuring uniformity, continuity and progression and to liaise regularly with the SLT to monitor pupil progress
- To lead regular team meetings/ discussions/ planning meetings
- To assist the Curriculum Teams with monitoring and evaluation of the curriculum at the Phase
- To display and lead on exemplary classroom practice which meets the aims and objectives of the school
- To attend SLT meetings to discuss key issues regarding the school's development and continuous improvement
- That thinking is at the core of all practises and policies through and through all aspects of your phase
- To ensure that staff are consistently and accurately applying the school's policies and ethos and culture across the phase
- To ensure that you are mindful and supportive of staff well-being and actively seek ways to support and reduce workload
- To support newly appointed members of staff in the Phase and to make them aware of procedures and systems in place, in conjunction with the Headteacher
- To liaise with the Inclusion Manager to contribute to the planning and organising of the work of the LSA, in order to have a positive impact on pupil progress.

- To lead whole school/ phase CPD to develop and improve and support the whole school improvement plan
- To lead and support after school activities as well as boosters etc when needed

### **3) Efficient and effective deployment of staff and resources**

- To identify, with the support of the Headteacher and governing body, appropriate resources to support the teaching of pupils and monitor their use in terms of efficiency, effectiveness, and safety.
- To establish staff and resource requirements and advise the Head teacher, SLT and governing body likely priorities for expenditure. Support the allocation of resources made available with maximum efficiency to meet the objectives of the school and to achieve value for money.
- To organise and co-ordinate the deployment of learning resources, including information and communications technology.
- To maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.

### **4) Standards and Quality Assurance**

- Support the aims and ethos of the school.
- Liaise with the Governors, when appropriate, to facilitate their overview of school management.
- Attend and participate in open/parent evenings.
- Uphold the school's behaviour code and uniform regulations.
- Participate in staff training
- Participate in Continuing Professional Development.
- Attend team and staff meeting
- Develop links with Governors, LEAs and neighbouring schools.

### **5) People and relationships**

- Sustain effective, positive relationships with all staff, students, parents and governors and the local community.
- Encourage moral and spiritual growth and civic and social responsibility amongst students.
- Manage innovation and change.
- Work collaboratively.
- Manage and develop effective working relationships with all staff in the school.

## **Generic Duties**

### **The Trust**

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.
- You may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

### **Teaching and Learning**

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

### **ICT**

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

### **Health and Safety**

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

### **Safeguarding**

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

### **Equal Opportunities**

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and service delivery.

### **Data Protection**

- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

**The above duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.**

The above job description was agreed by \_\_\_\_\_ on \_\_\_\_\_ **(date)**.

It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss any proposed amendments. It will be reviewed as part of the performance management process.