



Job Description:	Phase Leader
Job title	Class Teacher, Phase Leader and Leadership Team member
Salary Scale	MPS/UPS & TLR
Responsible to	Head Teacher
Responsible for	Staff in phase
Line managed by	Head Teacher

Purpose of Job

1. To carry out the duties of a school teacher as set out in 2015 School Teachers' Pay and Conditions Document.
2. To support, hold accountable, develop and lead the phase team in order to secure high quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils in phase.
3. To be a member of the School Leadership Team and make a significant contribution to the strategic development and direction of the school.

Phase Leader

1. The Phase Leader will work in partnership with the Leadership Team to ensure high quality education for all pupils at Sevenoaks Primary School and an excellent standard of learning and achievement for all.
2. The main responsibilities for this post are:
 - To work with the SLT to secure progress for all pupils particularly in your phase
 - To support, develop and coach teaching and learning across your year groups, so that there is consistently good or better teaching across the phase
 - To lead and co-ordinate assessment across your phase
 - To support the day to day leadership in school

The Phase Leader will also have key accountabilities for:

Knowledge and Understanding

1. What constitutes **high** quality educational provision and strategies for driving standards and outcomes all pupils across the phase.
2. How to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership

Strategic Leadership

1. Help develop a highly effective Phase team through effective systems



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2. Maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for pupils in the phase
3. Be able to present a coherent and **accurate** account of the pupil's performance and other self-evaluation evidence in a form appropriate to a range of audiences, including governors, the LA, the local community, Ofsted and others
4. Lead by example, provide inspiration and motivation to your teams. Embody for the pupils, staff, governors and parents the vision, purpose and leadership of learning in the phase.
5. Ensure that all teaching staff and non-teaching staff are committed to the school's aims, and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of all children in the phase

Planning and Setting Expectations

1. Lead and manage the creation and implementation of a Phase strategic plan, with particular emphasis on improving the quality of teaching, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, and securing school improvement
2. Have high expectations of all pupils and staff
3. Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Assessment and Evaluation

1. To work with the Leadership team to monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary
2. To contribute to the School Evaluation Form
3. Work with other lead professionals to ensure the use of comparative data, together with information technology about pupils' prior attainment, to establish benchmarks and set targets for improvement
4. Use this information to form termly action plans to inform address areas for improvements

Relationship with Parents and the Wider Community

1. Ensure that parents are well-informed about their child's attainment and progress.
2. To develop an effective partnership with parents and help them understand how they can support their child's learning and personal development.
3. Involve parents in the learning process through workshops and events

Managing and Developing Staff

1. Lead professional development of staff through example, creating strong team work.
2. Support the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate.



3. Mentor trainee and newly qualified teachers and support the induction of any new staff in the Phase as directed.

Managing Resources

1. Manage, monitor and review the range, quality and quantity of all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money.
2. Ensure that resources are ordered that support the day to day teaching in the phase.

Managing Own Performance and Development

1. Participate in arrangements for Appraisal and take responsibility for own professional development.
2. Prioritise and manage own time effectively.
3. Work under pressure and to deadlines.
4. Sustain their own motivation and that of other staff in their phase.

Other duties and Responsibilities

1. To undertake the duties of the Assistant Head Teacher in their absence.
2. To ensure the safeguarding of pupils.
3. Other duties that the Head Teacher may from time to time ask the post holder to perform

Generic Responsibilities (Class Teacher)

1. To teach a class at any level throughout the school.
2. To be a committed and active member of the staff team and school community.
3. To share the planning within a specified year group and to prepare and evaluate activities that lead to the effective education of the pupils in your charge, through half-termly, weekly and daily plans.
4. To liaise effectively with appropriate teachers when providing cover for your class, including supply cover for course attendance and PPA release.
5. To maintain effective records of pupil progress of the assigned class, including groups and individual pupils, using Pupil Asset, teacher assessment and any other agreed system.
6. To ensure the good behaviour of all pupils in the school, supporting whole school procedures, especially those in your care.
7. To be committed to the maintenance of high standards and equality of education throughout the school.
8. To follow the agreed school procedure for the display and presentation of pupils' work, ensuring that appropriate support staff are briefed fully regarding the presentation of displays.
9. To meet and inform parents of their children's progress, attitudes, attainment and targets through formal and informal meetings, both before, during and after school.
10. To become a member of a curriculum team as part of the planned programme of professional development meetings.
11. To promote the vision, aims and values of the school and to contribute to their development.



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12. To play a full part in the life of the school, including staff meetings and briefings, INSET, assemblies, liaising with key stakeholders and school policymaking.
13. To participate fully in the school self-evaluation process including lesson observations and other appropriate evaluative activities (such as work and planning samples, moderation etc).
14. To implement all school policies, promoting equal opportunities for all.
15. To undertake any other particular duty reasonably assigned by the Head Teacher from time to time.

Generic Responsibilities (Subject Leader)

1. To have responsibility - under the direction of the Head Teacher - for the strategic leadership and management of (the subject).
2. To contribute to whole-school aims, policies and practices, including those in relation to school self-evaluation, behaviour, discipline, bullying and race equality.
3. To create a climate which enables all staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
4. To ensure that the subject complies with all statutory requirements in terms of the curriculum, assessment and recording and reporting of pupils' attainment and progress.
5. To ensure the school complies with all relevant legislation, including health and safety and equal opportunities.
6. To implement appropriate strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
7. To ensure that teachers - through short, medium and long term plans - are clear about the teaching of lesson objectives and understand the sequence of teaching and learning.
8. To use data effectively to establish clear and challenging targets for pupil achievement and improvement, including SEN, Pupil Premium and EAL pupils.
9. To offer support and guidance to staff in the effective teaching of the subject, suggesting appropriate strategies and CPD opportunities to ensure high standards.
10. To ensure that all new staff, including NQTs are appropriately trained, supported and assessed, under the direction of the Deputy Head Teacher.
11. Lead CPD meetings and INSET through the provision of high quality professional development, such as coaching, or drawing on other sources of expertise, such as the local authority.
12. To analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
13. To establish and implement clear policies and practices for assessing, recording and reporting pupils' attainment and progress.
14. To write an annual action plan and to monitor and evaluate it against the success criteria and to use this to identify future priorities for development as part of the school development plan.
15. To liaise with the leadership team to ensure that secure judgements are made about overall effectiveness for the subject, based on systematic self-evaluation.



16. To establish staff and resource needs and advise the leadership team accordingly of likely priorities for expenditure.
17. To allocate, deploy and maintain resources with maximum efficiency to meet the objectives of the school and to ensure value for money.
18. To maintain effective communication with governors, ensuring they are well-informed about subject plans, policies and priorities.
19. To take responsibility for your own professional development and keep up to date with recent developments in the subject.
20. To appraise members of staff as per the Capability and Appraisal policy.
21. To develop appropriate networks with other outside agencies, including collaboration groups, network learning communities, business, industry, community groups and ITT providers.
22. To develop partnerships with parents by involving them in their child's learning of the subject through effective means of communication both orally and in writing.

Generic Responsibilities (Leadership Team)

1. To lead by example and to express continually the school vision, values, aims and priorities of the school.
2. To contribute to management decisions on all aspects of policy, strategy, development and organisation.
3. To evaluate the effectiveness of the school in terms of overall provision, including pupil achievement, attainment and teaching and learning.
4. To maintain and develop effective relationships with all stakeholders, including parents, governors, local authority and other bodies outside the school.
5. To share responsibility for the school in the absence of the Head and Deputy Head Teacher.
6. To attend leadership team meetings as required and to report to staff and governors as necessary.

This job description will be reviewed annually as part of the performance management review process, or more frequently if necessary. It may be amended at any time after consultation with the Head Teacher and post holder.

Signed:

Date: