



# TUNBURY PRIMARY SCHOOL

## JOB DESCRIPTION: Phase Leader

Job title	Phase Leader
Salary	MPS/UPS plus TLR 2 mid (currently £4,373)
Reporting to	Deputy Headteachers
Job Purpose	
<p>In addition to carrying out the duties of a teacher as set out in the current School Teachers' Pay and Conditions Document: Conditions of employment of Teachers other than Headteachers, the Phase Leader will play a role in the distributed leadership and management of the school.</p> <p>The Phase Leader will work in partnership with the Headteacher, Deputy Headteachers and Senior Leadership Team (SLT) as a member of the Extended Leadership Team (ELT).</p>	
Main expectations of the role	
<p><b>Strategic Direction and Development</b></p> <ul style="list-style-type: none"> <li>Working within the ELT, contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development</li> <li>Communicate the school's vision and objectives to all members of the school community and support the effective delivery of the school's aims</li> <li>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</li> <li>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</li> <li>Enable the views of both parents/carers and children to be heard and considered as part of school strategic direction and development</li> <li>Ensure the smooth running of the phase by assisting with general organisational and administrative tasks</li> <li>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)</li> <li>Demonstrate high standards of personal integrity, loyalty, discretion and professionalism</li> <li>Publicly support all decisions of the ELT, SLT and Governing Body</li> </ul>	
<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>Provide an example of excellence as a leading classroom practitioner within the phase, inspiring and motivating other staff</li> <li>Working closely with the SLT, sustain high expectations and excellent practice in teaching and learning throughout the phase</li> <li>Motivate, challenge and support staff within the phase to enable them to achieve high</li> </ul>	

standards

- Support 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
- Be responsible for behaviour management throughout the phase

#### **Leading and Managing Staff**

- Working with 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**

- In consultation with SLT, deploy people and resources efficiently and effectively within the phase to meet specific objectives in line with the school's plan and financial context

#### **Additional responsibilities**

- To be responsible for promoting and safeguarding the welfare of children and young people within the school
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To carry out any other duties as may be reasonably requested by the Senior Leadership Team or Governing Body.

- Duties will inevitably develop and change over time and therefore employees should expect periodic variations to job descriptions.

## PERSON SPECIFICATION: Phase Leader

Attributes	Essential Criteria	Desirable Criteria
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of recent CPD impacting on quality of teaching and children's outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of recent leadership and management CPD, with practical examples of impact</li> </ul>
<b>Knowledge &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience within the phase</li> <li>• Detailed knowledge and understanding of the curriculum taught within the phase</li> <li>• Experience of successful leadership of CPD for teachers and teaching assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Successful primary teaching experience beyond the phase in EYFS, KS1 or KS2</li> </ul>
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Able to reflect and improve on own classroom practice through CPD</li> <li>• Evidence of outstanding classroom practice, resulting in successful learning outcomes within the class and phase</li> <li>• Able to model outstanding teaching to colleagues</li> <li>• Experience of supporting and mentoring colleagues</li> <li>• Experience of monitoring and evaluating the quality of teaching and learning, resulting in positive outcomes for colleagues and children</li> <li>• Able to build team capacity and effectiveness within the phase</li> <li>• Able to contribute to school improvement planning, school self-evaluation and the development of school policies</li> <li>• Effective communication with all stakeholders, including parents/carers, colleagues and ELT</li> <li>• Good organisational and time management skills</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Able to lead, motivate and inspire staff and children, setting high expectations</li> <li>• A team player, establishing credibility with all staff and positive relationships with all stakeholders including parents/carers and governors</li> <li>• Dynamic, innovative and forward thinking approach to school improvement</li> <li>• Able to uphold and model the three school values: thriving, proactive and solidarity</li> </ul>	