Phase Leader and Class Teacher



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JOB DESCRIPTION

Job Title: Phase Leader and Class Teacher

Job Grade: Main or Upper Pay Scale

Reporting to: Executive Headteacher and Head of School

# Job Summary

1. To teach a class
2. To lead a Key Stage, by mainly providing curriculum support to class teachers.
3. To lead meeting in the phase related school improvement work and other school priorities.
4. To provide high quality education and care for all children, in partnership with their parents and carers.
5. To implement agreed school and LA policies.

**Duties and Responsibilities (as teacher)**

1. To fulfil the responsibilities, tasks and duties as described in the current Teachers’ Pay and Conditions Act
2. To provide a high quality teaching and learning environment that supports the delivery of the National Curriculum or EYFS Curriculum and the raising of achievement for all pupils
3. To ensure that all children regardless of need, gender, ethnicity or social background have equal access to a broad, balanced and appropriate curriculum, which enables them to achieve
4. To ensure high quality assessment for learning through planned assessment opportunities and the use of this data in planning next steps with reference to the school’s policies, and Ofsted regulations.
5. To work closely with the SENCO and Senior Leadership Team in order to meet the needs of individual pupils.
6. To work with outside agencies as appropriate to meet the needs of the pupils
7. To create a secure and calm environment to support the personal wellbeing of all pupils
8. To establish positive and purposeful relationships with all children
9. To foster children’s independence, self-reliance and interdependence.
10. To maintain good order and discipline amongst the pupils, and safeguard their health and safety, both on the premises and when engaged in school activities elsewhere.
11. To consider the pastoral needs of the pupils and report any concerns to a member of the Senior Leadership Team
12. To be aware of child protection issues, identifying and monitoring suspected child abuse and children at risk, reporting to the designated child protection officer.
13. To work in partnership with parents and carers. Inform and involve parents/carers in their child’s progress through informal contacts, formal consultation meetings, and through the school’s reporting system.
14. To provide the Senior Leadership Team with relevant curriculum and pupil performance information
15. To maintain personal expertise through continuous professional development opportunities and share this with colleagues
16. To maintain effective, professional relationships with the team of staff.
17. To attend and contribute to staff meetings.
18. To contribute to whole school policies and ensure their implementation.
19. To undertake other duties which may reasonably be assigned by the Executive Headteacher and/or Head of School to ensure the smooth running of the school
20. To support the Christian ethos of the school, including taking part in Religious Education and the daily Act of Worship
21. To participate positively in all performance management arrangements

**As Phase Leader**

**Strategic Direction and Development of the School**

The Phase Leader works with the Executive Headteacher, Head of School and Leadership Team to implement the strategic view for the whole school. The Phase Leader will:

* Contribute to the creation and implementation of the School Improvement Plan
* Monitor, evaluate and review school policies and practices in their phase
* Implement initiative and improvement strategies in their given phase
* Work in collaboration with post holders in our partnership school

**Teaching and Learning**

The Phase Leader works with the Executive Headteacher, Head of School and Leadership Team to create and maintain an environment which promotes and secures good quality teaching, effective learning, high standards of achievement and progress along with good behaviour and discipline. The Phase Leader will:

* Contribute to the establishment and maintenance of policies which promote effective and professional practice and define curriculum content in their phase
* Participate in monitoring and evaluating of the quality of teaching and standards of achievement of all pupils in their phase and subject;
* Monitor, evaluate and develop the curriculum and the implementation of the curriculum and assessment policies /practice including Assessment and Moderation

**Leading and Managing Staff**

Working with the Executive Headteacher and Head of School as part of the Leadership Team, the Phase Leader will lead, motivate, support, challenge and develop Staff to secure improvement. The Phase Leader will:

* Plan, allocate, support and evaluate (moderate) the work undertaken by their phase’s teaching and support staff as groups, teams and individuals;
* Find solutions to remove barriers to learning in their phase
* Participate in progress meetings and provision for their phase
* Occasionally support the appraisal process for identified staff

**Accountability**

The Phase Leader will support the Executive Headteacher, Head of School and Leadership Team to account for the efficiency and effectiveness of their phase to the Governors and others stakeholders, including parents, staff and the local community.

The Phase Leader will:

* Contribute to the creation and development of an organisation in which all staff recognise that they are accountable for the success of the phase/school.
* Contribute to the presentation of reports of their phase’s performance to SLT and others.
* Contribute to the establishment and monitoring of systems which keep parents well-informed about curriculum, children’s achievements and progress and encourage parents and other family members to make a contribution to achieving challenging targets for their children.

**PERSON SPECIFICATION for CLASS TEACHER and PHASE LEADER**

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|  | **Essential** | **Desirable** |
| **Experience and**  **qualifications** | * Educated to degree level * Primary teaching qualification * Experience of recent successful class teaching | * QTS in UK * Teaching experience in an urban setting * Evidence of commitment to continuous professional development * Experience of teaching Upper KS 2 in the UK. |
| **Knowledge and**  **understanding** | The teacher should have knowledge and understanding of:   * the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and differentiation for the more able and those with SEN) * requirements of current legislation and statutory frameworks * good, effective practice in planning, teaching and assessment * current, relevant end of Key Stage assessment and reporting arrangements * the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, Safeguarding and Child Protection and SEND * the positive links necessary within school and with all stakeholders |  |
| **Skills** | The teacher will be able to:   * promote the school’s aims, including being supportive of the school’s Christian ethos * plan and teach engaging and motivational lessons which enable all children to make good progress * develop good relationships with pupils, parents and colleagues * communicate effectively (both orally and in writing) to a variety of audiences * create an attractive, stimulating and safe learning environment * lead a curriculum area | In addition, the teacher   * might also be able to: * share skills and knowledge with colleagues in meetings or INSET * lead a core curriculum area |
| **Personal**  **characteristics** | The teacher will be:   * flexible, approachable and enthusiastic * committed, organised and resourceful * able to work independently and in a team * able to demonstrate a sense of humour and make learning fun |  |
| **Areas specific to phase leader role** | GENERAL   * At least 3 years’ experience as a qualified teacher * Evidence of relevant professional development in primary education and leadership * Recent leadership experience   STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL   * The ability to work collaboratively with parents and staff * The commitment to a diverse and inclusive school ethos which values each individual and challenges any form of discrimination. * Outstanding knowledge of the Primary Curriculum and or Early Years Curriculum. * Knowledge of recent educational developments and how they impact on the school. * Experience of pupil transition from one stage to the next   LEADERSHIP AND MANAGEMENT   * Proven experience as a manager within school, leading, motivating and managing staff effectively and working as a team member. * Proven ability to self-motivate, use initiative and lead pro-actively. * Good organisational skills and the ability to have a flexible and adaptable approach. * The ability to manage time effectively. * Experience in addressing issues of underachievement and securing improvement. * Relevant experience of mentoring or coaching staff. * The ability to drive school improvement initiatives and develop the staff members in their phase * The ability to lead a team effectively and hold others to account   PERSONAL QUALITIES   * A positive, enthusiastic individual loyal to the school and proud of its achievements. * Ambitious and self-motivated professional who can inspire and motivate others working in partnership with all stakeholders. * Ability to analyse, prioritise and meet deadlines. * The ability to remain calm and clear even in difficult situations. * The ability and drive to take initiative as a school leader, to address areas they identify for improvement | * Experience of leading Christian Acts of Worship |