



Phase leader job description

Our Vision

An outstanding rural primary school at the heart of its community which offers unique opportunities to all pupils and staff for creative learning fulfilment in every area of endeavour, leading to high levels of success which will underpin productive future lives characterised by achievement, responsibility and compassion.

Job Description

Core purpose:

- Secure excellent teaching in your phase for all staff to achieve high standards of learning and attainment across the school.
 - Support the deputy headteacher to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
 - Lead in your phase on establishing and implementing a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
 - Secure an excellent curriculum and assessment strategy in your phase providing a high-quality education system that achieves high standards for pupils.
 - Promote excellent teaching in your phase by providing structured support, coaching and strategic direction to all teachers and support staff in the phase.
 - Promote excellent classroom behaviour and attitude to learning in your phase by taking the lead on structured support and coaching for all staff.
 - Use external and internal research and development to innovate and improve teacher practice across the phase providing a research-led approach.
 - Provide expertise in current curriculum and examination requirements in your phase to inform teaching, planning and learning so that pupils are best prepared for the next phase of their education.
 - Implement, track, monitor and evaluate quality assurance procedures in your phase, reporting regularly to the SLT.
 - Provide data analysis in your phase for pupils, parents, teachers and senior team members that directly impacts on improving the quality of provision and teaching.
 - In your phase, challenge underperformance and provide clear guidance and direction for improvement.
 - Hold all staff to account for their professional conduct and practice.
 - Lead by example to foster an open, transparent and equitable culture.
 - Regularly report directly to governors providing information on quality assurance, innovation and strategic development planning.
 - Build, develop and maintain effective relationships with parents and all members of the school and wider community to enhance the education of all pupils.
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- Uphold the highest standards of professional ethics, and support the governors in ensuring that this impacts on all aspects of the school decision making processes.
 - Keep pupils safe and support the head teacher to implement and oversee the highest possible standards of child protection, prevent strategies and safeguarding throughout the school.
 - Represent the school at relevant panels, working groups and meetings as required by the headteacher.
 - Undertake other duties and responsibilities as is reasonably directed by the headteacher.
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Duties and responsibilities

- Hold and articulate clear values and moral purpose, focussing on providing a high-quality education for all pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, trustees and members of the local community.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on your own scholarship, expertise and skills, and that of those around you.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and CPD.
- Support the head teacher in communicating a compelling school vision empowering all pupils and staff to excel.
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Support the head teacher to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Hold all staff to account for their professional conduct and practice.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Support the head teacher to establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.

- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving school.
 - Support the head teacher to shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
 - Inspire and influence others – within and beyond the school– to believe in the fundamental importance of education in young people’s lives and to promote the value of education.
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Person specification

Qualifications

- Qualified teacher status, degree level qualification, or equivalent
- Further relevant professional/academic study and evidence of CPD and knowledge of current issues in education.
- At least three years of proven strong, teaching and successful subject leadership and experience in a primary school.

Qualities and knowledge – show evidence of:

- Holding and articulating clear vision, values and moral purpose, demonstrating optimistic personal behavior, and positive relationships and attitudes.
- Demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity.
- Understanding how to empower all pupils and staff to excel.
- Evidence of implementing, managing and evaluating change in a collaborative way.

Pupils and staff – show evidence of:

- Raising standards that have impacted positively on pupil attainment and teaching and learning.
- Significant experience in evaluating and using data to plan and improve pupil performance.
- A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school’s work.
- A commitment to valuing, supporting and encouraging the professional development of all staff members.

Systems and processes – show evidence of:

- An understanding of how to create accountability systems with the support of the leadership team and combine data from a range of sources in order to maximise the achievement of pupils.

- A clear understanding of and commitment to promoting and safeguarding the welfare of pupils.

The self-improving school– show evidence of:

- Building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.
- A commitment to building and maintaining effective and positive relationships with parents, carers, trustees, the wider community and other schools.
- Inspiring and influencing others within the school to believe in the fundamental importance and value of education in young people’s lives.
- Excellent communication skills and proven ability to listen to, understand and work effectively with all pupils, staff, trustees and parents.
- The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.

Commitment

Demonstrate a commitment to:

- Equalities and the Equality Act 2010
- Promoting the school vision and ethos
- High ethical standards
- Relating positively to and showing respect for all members of the school and wider community
- Ongoing relevant professional self-development
- Safeguarding and child protection

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder

_____ **Date / /**

Signature of Headteacher

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