



Phase Leader MPS/UPS with TLR

Wath Victoria Primary School

Job Description

Post:	KS2 Phase Leader
Hours:	32.5 hours per week
Responsible to:	Headteacher / JMAT / Local Governing Board
School:	Wath Victoria Primary School
Scale:	MPS/UPS with TLR
Liaising with:	Headteacher, Leadership Team, Trust Directors, Local Governing Body members, Staff, Pupils, Parents/Carers, External Agencies/Professionals
Purpose of the Job	
	<p>The Phase Leader will work within all relevant national frameworks, legislation, policies and guidelines. These include complying with Health and Safety, Equalities and Safeguarding policies. The Phase Leader will be required work as part of the Wider Leadership Team and to liaise closely with the Senior Leadership Team. This post holder is accountable to the Headteacher.</p> <p>The core purpose of the Phase Leader is to provide day-to-day leadership and management for the staff and children within an allocated phase within the school. As part of the Wider Leadership Team, the Phase Leader will monitor pupil progress and outcomes within the phase, identifying pupils about whom they have concerns and identifying a course of action for supporting them to overcome their barriers.</p> <p>The Phase Leader will:</p> <ul style="list-style-type: none"> • along with the Headteacher and other Academy leaders, ensure the very best education for the children at Wath Victoria Primary School, and to provide a strong starting point to children's learning on entry; • liaise closely with SLT to make a significant contribution to the strategic development and direction of the provision in the phase, ensuring that the Headteacher and the Senior Leadership Team are up-to-date with progress and next steps in this phase;

	<ul style="list-style-type: none"> • monitor pupil progress across the phase, identifying issues for action which arise from data and other forms of monitoring. • provide support for children and staff within the Phase. • lead on the future development of the curriculum and ensuring pupils of all abilities are being effectively assessed and supported in line with their bespoke needs; • in addition to the duties of the teacher, to be responsible for providing professional leadership to the staff team in the phase to secure high standards of learning and achievement for all pupils.
Specific Responsibilities:	
	<p>1) Ethos and Approach</p> <ul style="list-style-type: none"> • To uphold the School and Academy's values and vision. • Lead by example to motivate and work with others. • In partnership with the Headteacher and Senior Leadership Team, lead by example when implementing and managing change initiatives. • Be an example of best and leading practice. <p>2) Main Responsibilities</p> <ul style="list-style-type: none"> • Work with the Senior Leadership Team to ensure at least good progress for all pupils in the phase. • To embed the curriculum, ensuring all aspects of the curriculum are delivered and high-quality experiences are provided in order for children to develop and excel in their learning, as well as enabling a smoother transition to the next phase. • Further develop and maintain high quality learning environments ensuring provision supports teaching and learning. • Support, develop and coach the teaching staff and other adults in the phase so that there is consistently good or better teaching and learning evident. • Support, hold accountable, develop and lead the phase team to secure high quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils. • Liaise with the Senior Leadership Team to lead and co-ordinate assessment and tracking of pupil progress across the phase, keeping in line with the statutory requirements and guidance. • Track and monitor children to ensure they are making good progress, identifying gaps and putting plans in place to address these. • Oversee transition into and out of the phase, including the induction and initial assessment of children on entry. • Give regular feedback to the Senior Leadership Team, with suggestions for high quality resources that will further enhance teaching and learning. • Provide feedback to Governors, either in writing or in person at Governor meetings. • Liaising with other leaders in school, as well as outside agencies where appropriate. <p>3) Strategic Leadership</p> <ul style="list-style-type: none"> • Lead the phase, supporting staff and children, monitoring, evaluating and developing teaching and learning to ensure at least good progress for all children. • Have high expectations of all children, share and promote these with all staff. • Contribute to the School Improvement Plan. • Present an accurate account of pupils' performance to different stakeholders, e.g. Senior Leadership Team, Governors, Ofsted. • Lead by example, inspire and motivate the team in this phase of the school. • Ensure that all teaching staff and non-teaching staff in the phase are committed to the school's vision for their pupils and are accountable in meeting long term objectives to secure school improvement.

- Lead a number of Phase Meetings to disseminate key information and work on school improvement issues pertinent to the staff and children within the phase.

4) Teaching

- To undertake duties in line with the professional standards for qualified teachers as per Teachers Standards 2012.
- Provide long, medium and short term curriculum plans in line with school policies – as required.
- Plan the effective use of teaching resources and provision, including other adults in the classroom (indoors and outdoors).
- Review and assess own teaching to improve own performance and maintain successful pupil outcomes.
- Adapting resources and equipment so that children's needs are met.
- With SLT, set challenging targets for individual pupils. Be committed to the school's target setting and monitoring systems for pupil progress.
- Monitor and track children's progress, identifying gaps and implementing strategies to support at least good progress and high outcomes for all children.
- Maintain a stimulating and purposeful learning environment that promotes and celebrates learning in line with academy policies.
- With support from the SENDCo regularly review progress for children with SEN.
- Liaise with parents, staff in school and outside agencies - where necessary.
- Report to parents through informal feedback, parents' evenings and written reports in line with school policy – as required.
- Understand and use the school's safeguarding procedures and actively promote pupils' wellbeing and safety.
- Promote the school positively in the wider community.
- Implement all school policies, promoting equal opportunities for all.
- Undertake any other duty reasonably assigned by the Headteacher.

5) Continuing Professional Development and Staffing

- Be committed to CPD linked to whole school leadership and associated qualifications which enable development beyond current role.
- To undertake wider management of teams within school as required.
- Be proactive in participation in INSET and meetings and externally-provided CPD opportunities.
- Participate in own performance management, following statutory and academy policies.
- Work with the governing body, including governors with individual responsibilities for curriculum, standards and safeguarding.
- To be able to review and reflect on own practice, identifying areas of strength and development.

6) Responsibilities

- Keep up to date with relevant curriculum developments.
- Work effectively as part of a team.
- Motivate and inspire staff and children within the phase.
- Act under the direction of SLT.
- Display commitment to the ethos and success of the school, displaying professionalism at all times.
- Participate in other learning activities and performance development as required.
- Treat all users of the school with courtesy and consideration.

	<p>The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.</p>
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Person Specification

James Montgomery Academy Trust is dedicated to appointing the best possible candidates.

The successful candidate for this position will make the education of their pupils their first concern, will be accountable for achieving the highest possible standards in work and conduct. Act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as up-to-date and will be self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

EDUCATION AND QUALIFICATIONS			
	Essential	Desirable	Source A- application I - interview R - references
Qualified teacher status	✓		A
Degree	✓		A
Evidence of continuous professional development in the field of curriculum development	✓		A, I
NPQML or NPQSL		✓	A, I

EXPERIENCE			
	Essential	Desirable	Source A- application I - interview R - references
Proven ability as an excellent classroom practitioner	✓		A, I
Proven record of effective middle leadership		✓	A, I
Experience of KS2	✓		

Experience of EYFS (Early Years Foundation Stage), KS1 and KS2		✓	A
Experience of leading a school initiative		✓	A, I
Experience of writing and evaluating action plans	✓		A, I

KNOWLEDGE AND SKILLS			
	Essential	Desirable	Source A- application I - interview R - references
Professional knowledge of what constitutes high quality and standards in teaching and learning	✓		A, I
Professional understanding of inclusion and strategies for engaging all learners	✓		A, I
Secure knowledge and understanding of the National Curriculum	✓		A, I
Professional understanding of safeguarding within a school setting	✓		A, I
Understand procedures and legislation relating to confidentiality	✓		A, I
Ability to write reports, keep accurate records and communicate effectively	✓		A, I
Effective organisational skills	✓		A, I
Ability to work well with a range of audiences, including parents/carers and other professionals	✓		A, I, R
Ability to use a positive approach to promote learning and excellent behaviour	✓		A, I, R
Confident and competent in the use of ICT	✓		A, I
Understanding of curriculum and assessment of pupil progress	✓		A, I, R
Knowledge of statutory assessments		✓	A

PERSONAL AND PROFESSIONAL ATTRIBUTES			
	Essential	Desirable	Source A- application I - interview R - references
Resilience, the ability to work under pressure and be able to meet deadlines	✓		A, I
Proven ability to prioritise workloads	✓		A, I
Ability to work effectively and supportively within the school and wider across the Trust	✓		A, I
Excellent communication skills (including written, oral and presentation skills)	✓		A, I
A commitment to safeguarding and promoting the welfare of children and young people	✓		A, I
Ability to work creatively and collaboratively	✓		A
Demonstrably professional, honest and loyal	✓		A, R
Ability to make and justify difficult decisions	✓		A,
Commitment to our pupils and their learning, wellbeing and safety	✓		A, I
Committed to equality in line with the Equality Act 2010	✓		A, I
Ability to establish rapport and respectful and trusting relationships with children, their families,	✓		A
Able to build and maintain successful and purposeful relationships	✓		A

Passionate about teaching and learning	✓		A, I
Open-minded, self-evaluative and adaptable to changing circumstances and new ideas	✓		A, I
Willingness to be involved in the wider life of the Trust	✓		A, I

Additional Essential Criteria

- Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment.
- Fully supportive references.
- Full enhanced DBS (Disclosure and Barring Service) clearance.