



# *The* Hawthorns Primary School

## Job Description

**Job title:** Phase Leader

**Salary:** TLR 2 (£2,873)

**Contract type:** Full-time, permanent

**Reporting to:** Headteacher

**Responsible for:** Leading standards of teaching and learning in Years 1, 2 and 3. Line management of all staff within the team, including the responsibility for their performance management and wellbeing.

### Main purpose

The Phase Leader will be responsible for providing leadership and management of the school's curriculum, delivering high-quality teaching and effective use of resources for their phase. They will work to improve learning standards and achievement for all pupils, while also carrying out their duties as a classroom teacher.

As a Phase Leader, they will contribute to whole-school self-evaluation and school improvement planning, and be responsible for mentoring and developing staff within the phase. They will offer guidance and support to the teaching staff within their phase, modelling best practices and showing up-to-date knowledge of current theory and practice.

The Phase Leader will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD, including planning and teaching lessons, assessing pupils' progress, and managing behaviour effectively.

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

### Duties and responsibilities

#### Strategic development

- Contribute to strategic decision making, working with school management to share expertise and insight, and help shape the school's vision.
- Set high expectations for all pupils in their phase, and inspire and motivate staff and pupils to reach and maintain high standards.
- Lead staff by setting standards through personal classroom practice, demonstrating different strategies to deliver improved pupil performance.
- Provide guidance and support to staff within the phase, working in partnership with parents and the community, keeping them informed and involved in pupils' learning.

## Teaching, learning and assessment

- › Work with year group teachers in their phase to review the curriculum and make sure there is continuity and progress within planning and teaching.
- › Oversee the use of schemes of work and their delivery, and measure impact on teaching and learning.
- › Develop pupil behaviour and discipline policies, where needed, to help build an environment where high standards of learning behaviour are encouraged.
- › Take a leading role in safeguarding all children within the school, ensuring policy and procedures are followed without delay and information is recorded and shared with all concerned.
- › Liaise with class teachers about parental concerns and support them in meetings.
- › Show a sound understanding of the school's current systems for analysing pupil progress within the phase. Use data to inform targeted interventions in order to raise achievement.
- › Know who the disadvantaged pupils and other focus groups of pupils are in each class within their phase and monitor their progress regularly as well as within termly tracking meetings.
- › Be responsible for all aspects of transition between the year groups and phases.

## Leading and managing staff

- › Be responsible for the day to day organisation and management of the phase team.
- › Ensure there is good communication within the team and with other teams in the school.
- › Listen to and help resolve concerns and queries that arise within their phase team and raise awareness within SLT meetings as appropriate.
- › Promote good mental health and wellbeing within their team and across the school.
- › Establish short-, medium- and long-term plans for developing and resourcing the phase curriculum.
- › Develop the school's approach to assessment within the phase, and lead strategy to improve the quality of teaching and learning.
- › Take a leading role in inducting new phase staff and making sure they uphold expected values and teaching standards.
- › Support and mentor Early Career Teachers (ECT) and students within the phase team.
- › Monitor the quality of teaching and learning within the phase (e.g. through observations, book looks, analysing performance data, etc.), provide feedback and reports. As a result of this work, plan, implement and review improvement measures across the phase.
- › Conduct appraisal meetings, setting targets for teachers and TAs within the phase and holding them accountable through the school's appraisal system.
- › Be responsible for the professional development of their phase team; support, mentor and coach team members as necessary.

## General duties

- › Develop own professional knowledge and skills through courses and reading, aligning with school's ethos and current strategic needs.
- › Demonstrate a thorough working knowledge of the school's policies and guidance, and make explicit the aims, values and vision of the school, ensuring that they are reflected in all areas of the school life.
- › Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented within the phase and across the school.
- › Observe health and safety rules and guidance and take all reasonable care to promote the health and safety at work for all staff and pupils.
- › Attend meetings (after the school day and in the evenings) as directed by the Headteacher, and lead where required.

- Lead whole school and key stage assemblies.
- Where required, prepare and deliver reports to relevant groups (e.g. governors, parents).
- Manage and monitor budgets within areas of responsibility.

**The Phase Leader will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.**

**Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Phase Leader will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.**

# Person Specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree</li> <li>• Evidence of professional development relevant to this role</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching within the primary phase, including evidence of outstanding teaching directly linked to phase delivery</li> <li>• Effective leadership of a school development project or area</li> <li>• Evidence of successfully managing change for school improvement</li> <li>• Developing and delivering staff development programmes</li> <li>• Implementing teaching and learning strategies to improve quality and pupil attainment</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Expert knowledge of legislation and guidance on curriculum requirements and key stage delivery</li> <li>• Good understanding of assessment, reporting and recording systems</li> <li>• Outstanding classroom practice, constantly showing a positive and resilient approach to pupils and staff</li> <li>• Excellent communication and organisational skills</li> <li>• Good IT skills, including previous use of Target Tracker, CPOMS, Outlook, Google, Teams etc</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to build effective working relationships with staff and other stakeholders</li> <li>• Deal successfully with situations that may include difficult conversations and conflict resolution.</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• High expectations for all pupils and belief in bringing out the best in all</li> <li>• Commitment to upholding and promoting the ethos and values of the school</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to equality and inclusivity</li> <li>• Commitment to ongoing relevant professional self-development.</li> <li>• Ability to work under pressure and prioritise effectively.</li> <li>• Relate positively to and show respect for all members of the school and wider community.</li> </ul>

## Notes:

This job description may be amended at any time in consultation with the postholder.

Headteacher's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Postholder's signature:

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Date:

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