

Role Profile: Phase Leader

Purpose

To provide leadership and management of a 'phase'. To secure high quality teaching within the relevant phase.

To monitor, with the Senior Leadership Team, the effectiveness of the Curriculum within the phase.

To identify both the staff and curriculum development needs within phase.

Key Accountabilities

- Develop and implement policies and practices within the phase which reflect the aims of the school.
- Promote a climate and ethos within the phase that will secure the best possible outcomes for the children.
- To lead the planning and preparation of activities that challenge and meet the needs of all children.
- To deliver the curriculum in line with school policy.
- Record, evaluate and monitor the progress of the children within the phase.
- To contribute as a member of the School Middle Management Team.
- To advocate the needs of the phase within the school as a whole.
- Assist the Head of School with the strategic planning and self-evaluation process of the phase.
- Meet regularly with the Senior Leadership Team.
- Work closely with the other Phase Leaders to ensure continuity across the school.
- Be responsible for organising and developing an effective induction process for all visiting children and new starters to the phase.
- To liaise with the SENCO and Assessment Co-ordinator to ensure that the needs of all children are met within the phase.
- To monitor the personal, social and emotional needs of all the children and liaise with appropriate staff and agencies.
- Keep reports of student behaviour and make contact with parents to discuss where applicable.

- Coordinate and proof-read end of year reports.
- Attend relevant CPD and identify the CPD needs of individuals working within the team.
- Assist the Head of School to evaluate the effectiveness of the teaching within the phase and use this analysis to identify effective practice and areas for improvement.
- To liaise and meet with parents as needed.
- Organise and attend parent evenings.
- Take action to improve further the quality of the teaching within the phase team. Be prepared to lead professional development of the team.
- Provide support and guidance to colleagues within the phase team.
- To performance manage phase team members and additional staff as required.
- Maintain existing resources and develop new resources within the phase.
- Prepare and hold assemblies.
- Arrange and promote activities within the year group.
- Arrange and lead the residential trip for pupils within the phase.
- Ensure that the Head of School is kept informed about progress and developments within the phase.
- To lead and manage the Transition meetings relevant to the pupils in the phase.
- Other duties as designated by the Head of School to assist with the smooth running of the school as a whole.

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Person Specification

Skills Required

Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate.	Essential
Ability to work effectively as a member of the Junior School team, to show initiative and imagination, to have vision and the ability to inspire others.	Essential
First class organisational and administrative skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities.	Essential
High level of classroom teaching skills	Essential
The ability to make points clearly and understand the views of others; excellent written and spoken English	Essential
Ability to use data effectively to impact on student achievement	Essential
Excellent ICT skills	Essential

Knowledge Base

An awareness of recent important national educational developments.	Essential
A clear understanding of recent developments in teaching and learning.	Essential
Good working knowledge of common ICT applications, with a clear understanding of the potential for ICT in enabling more innovative and effective approaches to support learning & teaching.	Essential

Qualifications/Attainment/Experience

A well-qualified graduate with QTS or the equivalent gained through experience and knowledge of current learning support strategies .	Essential
Competent user of ICT to support classroom work, pupil assessment and record-keeping.	Essential

Attitude/approach

Need to be energetic, flexible and empathetic; most of all, a strong conviction that every child can acquire strategies to ensure that they fulfil their true potential.	Essential
A sensitivity to the needs of young people	Essential
Personal integrity, honesty, energy, stamina, enthusiasm	Essential
Commitment to the model of an all-through school	Essential
Commitment to personal development and life-long learning	Essential

Key Stakeholders:

Internal – All School non/Teaching employees, Pupils

External – Visiting Professional, Suppliers, Education Establishments, Parents