



Sybourn Primary School

JOB DESCRIPTION :	Phase Leader
RESPONSIBLE TO :	Assistant Head
SALARY RANGE :	MPS3-UPS3 Outer London plus TLR2C

Job Purpose

To lead learning in Sybourn Primary School and guide your phase (two-year group teams) in developing consistent practice in teaching and learning pastoral care, safeguarding and behaviour, and ensuring that children achieve the highest standards of attainment and achievement.

Core Duties

Class Teacher : To provide a high quality educational experience for all children by leading learning in School, developing consistent practice in teaching and learning and ensuring that children achieve the highest standards of attainment and achievement. Children are expected to make rapid and sustained progress as laid out in the class teacher job description.

Phase Leader : In addition to the duties of a class teacher, the Phase Leader has the following leadership and management responsibilities.

General responsibilities : Phase Leader

To assist and support the Head of school and Assistant Headteacher to:

- Lead and deliver a balanced and appropriate curriculum programme for the 2 year groups, which takes account of the educational and social needs of pupils in the context of a primary school in line with the expectations set out by the Lion Academy Trust
- Monitor, challenge and improve the effectiveness of curriculum planning and delivery within the phase to ensure rapid, sustained and improved pupil achievement.
- Deliver, in conjunction with other Phase Leaders, a successful system of pastoral welfare for pupils in the school with particular responsibility for two year groups in line with the Lion Academy Trust expectations
- Deliver, monitor and challenge in conjunction with other lead professionals, senior leaders and teachers the provision and intervention in place for underachieving children, vulnerable children, EAL and SEN children to ensure they make rapid and sustained progress in line with national expectations.
- Maintain, challenge and ensure high standards of behaviour and discipline across the school with particular responsibility for two year groups in line with the Lion Academy Trust expectations and ethos
- Develop and maintain effective lines of communication/service throughout the school and between staff, governors, parents and the wider community
- Maintain and continue to develop the ethos of the school in line with the Lion Academy Trust Expectations
- Contribute to the strategic development of the school as part of the leadership team. This includes monitoring and evaluating of practice and provision as part of the Lion Academy Trust self evaluation process and the development of the school improvement plan.
- Contributing to the general day to day management of the school by having an overview of the school, being aware of the issues and concerns and ensuring that appropriate action is undertaken

- Keeping abreast of educational developments through your own professional training
- Supporting the head and assistant heads in trying to ensure that change is implemented effectively and smoothly
- Promoting and supporting decisions/policies agreed by the senior leadership team and the Lion Academy Trust
- Helping to maintain outstanding behaviour around the school at all times and specifically carrying out one dinner time duty per week
- Carrying out appraisal of staff as part of the Lion Academy Trust Appraisal Policy
- Ensure the school, phase provides a high quality stimulating learning environment for all children as outline in line with the Lion Academy Trust expectations
- Conducting regular assemblies within the phase and wider school
- There is an expectation that the phase leader will attend and contribute to a senior leadership team meeting once a week and undertake a lunch duty.
- Carry out any other additional duties deemed necessary directed by the Head of school.

Phase Leader : Planning

With the support of the Head of School and Assistant Headteachers:

1. Liaise with class teachers and LSAs in development and delivery of an effective curriculum which meets the needs of all groups of pupils.
2. Attend and contribute to strategy meetings to support implementation of the School Improvement Plan, in accordance with school strategy and direction.
3. Liaise with the Sendco and AHTs in planning intervention and targeted support for identified underachieving groups and ensuring that their provision is accurately and precisely targeted at needs. Monitor the programmes of intervention to ensure they provide rapid and sustained progress for all individual pupils.
4. Ensure through planning, preparation and assessment sessions that learning and provision is precisely planned for and evaluated so that all pupil's specific needs are catered for.

Phase Leader : Staff development and support

1. To provide leadership and support for colleagues (teachers and support assistants) with a specific focus on leading learning in each year group working within the Lion Education Trust Teaching and Learning Strategy.
This will include:
 - managing the planning and delivery of the curriculum across the phase, including developing medium term plans;
 - leading and organising weekly planning meetings. Supporting teachers with short term planning ensuring explicit learning focus for all children's needs;
 - organising and delivering training, as needed, to groups of school staff;
 - supporting and leading staff in the use of assessment information and processes to inform teaching and learning;
 - provide a model of minimum good teaching and learning
 - providing in-class support to staff, through demonstrating high quality lessons, team teaching, observation and feedback.
2. Undertaking personal and professional development in order to maintain an up-to-date knowledge of educational initiatives, technologies and pedagogy, in order to advise appropriately on future strategies and requirements.

3. Conduct appraisal meetings with teachers, set professional development and pupil progress targets ensuring underperformance of children and the teachers own practice improves ensuring a minimum standard of good. Monitor, guide, support and challenge a teacher's progress towards those targets
4. Mentor ECTs or new overseas teachers, by implementing a programme of specific support and evaluate progress towards specific identified targets ensuring that their teaching and learning is minimum good.

Phase Leader: Monitoring and review

1. Maintain consistently high standards of teaching and learning through the effective monitoring and evaluation of teachers' planning, delivery of the curriculum through lesson observations, learning walks, work scrutinies and pupil interviews.
2. Ensure identified areas of inconsistency are tackled through support in the form of guidance, exemplification, modelling of learning or challenge ensuring the LAT benchmarks are used as reference points for minimum expectation. This includes follow up and review against identified progress and expected time scales.
3. Maintain high standards of attainment and achievement through the effective monitoring of pupil progress in your phase. Lead pupil progress meetings with teachers, lead professional dialogue, maintain minimum expectations and ensure actions are being taken to ensure rapid progress or sustained progress of children where needed.
4. Monitor assessment and recording procedures, ensuring that class teachers undertake agreed procedures in line with school strategies and this is impacting directly on children's learning and progress.
5. Maintain records and report to the Leadership team on the quality of teaching, standards and actions taken to address areas for development in each year group with clear milestones.

Phase Leader: Day-to-Day management

1. Ensuring staff have access to appropriate resources (practical and human) to deliver lessons effectively and that resources are appropriately deployed.
2. Ensure the ethos and expectations of Lion Education Trust and Sybourn Primary are delivered in each specific year group in reference to environment, behaviour and attitudes that exemplifies our high expectations on our staff and children.
3. Take responsibility for addressing and reporting Safeguarding and Health and Safety issues as they arise in school in line with school policy. To raise awareness of Health and Safety issues amongst staff and ensure compliance.
4. Maintain and lead on ensuring high standards of pupils' behaviour and discipline, within the framework of the school policy and support and challenge other staff as necessary so as to facilitate high quality learning and a safe environment for all children.

5. Ensure that new teachers or staff members covering classes are familiar with lesson plans, expectations and year group procedures in order to be able to carry out their responsibilities effectively.

Phase Leader: External liaison

1. Liaise with relevant external agencies as appropriate, such as external advisory staff or consultants and/or other schools on specific teaching and learning issues relevant to the year group, its pupils and staff
2. Liaise effectively within the LAT framework with parents/stakeholders to ensure excellent relationships between home and school in order to improve pupil's learning and behaviour. This includes being proactive in solving issues and reflecting a high stakeholder service to ensure that the relationships with parents and stakeholders impact positively on all pupil's outcomes

Teacher: Core Duties

To provide a high quality educational experience for all children by leading learning in School, developing consistent practice in teaching and learning and ensuring that children achieve the highest standards of attainment and achievement. Children are expected to make rapid and sustained progress.

The teacher will contribute to the schools strategic planning documentation (SIP), supporting the ethos, aims and vision of the school in accordance with the five outcomes in Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Teacher : Knowledge & Understanding

Teachers are expected to have a minimum good knowledge of and keep up to date with the Early Years Curriculum, National Curriculum and the Agreed Syllabus for Religious Education. This includes any adaptations and curriculums the school or Lion Academy Trust adopt or use.

Teachers are expected to understand how pupils' learning is affected by their physical, intellectual, emotional and social development and to understand the stages of child development in order to adapt and improve provision so that children exceed expectations.

Use technology in teaching and learning to enhance the learning and extend the learning experience for children. Teachers select and make good use of ICT skills for classroom and management support.

Be familiar with the school's current systems and structures as outlined in policy documents including the Health and Safety and Child Protection Policies.

Understand and know how national, local comparative and school data including National Curriculum test data can be used to set clear targets for pupil's achievement.

Class Teacher : Planning

Liaise with colleagues, subject leaders and other middle leaders in the planning, development and delivery of an effective curriculum which meets the needs of all groups of pupils.

Attend and contribute to staff meetings to support implementation of the School Improvement Plan, in accordance with school strategy and direction.

Liaise with the Year Leader, Inclusion Manager/SENCO in planning intervention and targeted support for identified underachieving groups and ensuring that their provision is accurately and precisely targeted at needs. Monitor the programmes of intervention to ensure they provide rapid and sustained progress for all individual pupils.

Specific Planning and preparation expectations:

- Ensure through planning, preparation and assessment sessions and any additional meetings that learning and provision is precisely planned for and evaluated so that all pupils specific needs are catered for and exceeded.
- Plan and deliver in relation to the Early Learning Goals, National Curriculum/ LAT curriculum and the Agreed Syllabus for Religious Education with regard for the school's aim statement, own policies and schemes of work, the teaching programme for all children within the class.
- Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
- Make effective and explicit use of assessment information on pupils' attainment and progress and in planning future lessons.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met. · Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
- Use a variety of teaching and learning styles to keep all pupils engaged. · Plan opportunities for pupil explicit engagement, pupil ownership and assessment capable learners so that pupils take ownership for their learning.
- Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs.
- Evaluate their own teaching critically to improve effectiveness.

Teacher : Professional Development

- All teachers are expected with support from the school to improve their teaching and learning practice by being reflective practitioners, taking in part in professional development and practice opportunities and taking ownership of their professional development in order to aspire and achieve outstanding outcomes for all pupils.
- Teachers will achieve this by undertaking personal and professional development in order to maintain an up-to-date knowledge of educational initiatives, technologies and pedagogy, in order to adapt practice and provision appropriately in line with changing demographics, school circumstances ensuring all children make rapid and sustained progress.

- Teachers will take part in appraisal meetings with year leaders and middle managers to set professional development and pupil progress targets, ensuring practice and provision is adapted and improved so that the rapid progress of children, in particular that of underperforming children is catered for.
- Teachers will be expected to take ownership of their own teaching development with support in the form of coaching, mentoring and self reflection (including reflection processes with the support of visual recording). Teachers' own practice improves ensuring a minimum standard of good and development toward outstanding in line with OFSTED criteria. Year leaders will monitor, guide, support and challenge a teacher's progress towards those targets.

Teacher: Monitoring, Evaluation, Feedback & Review

- Maintain consistently high standards of teaching and learning through the effective monitoring and evaluation of children's' work, pupil interviews, marking and the delivery of the curriculum. This will include feedback through lesson observations, learning walks, work scrutinies, data analysis and pupil interviews.
- Ensure identified areas of inconsistency are tackled in the adaptation of practice, reinforced learning off successful practice. Children in the form of guidance, exemplification, modelling of learning or challenge take ownership of their learning (ensuring the LAT benchmarks are used as reference points for minimum expectation) so that they make rapid and sustained practice. This includes follow up and review against identified progress and expected time scales.
- Maintain high standards of attainment and achievement through the effective monitoring of pupil progress. Lead pupil progress meetings with children, lead learning and self reflection dialogue (children are assessment capable learners), maintain minimum expectations and aspirations through challenge and guidance. Ensure actions are being taken to ensure rapid progress or sustained progress of children where needed.
- Implement, monitor and evaluate the schools' assessment, recording and feedback procedures; ensuring that agreed strategies are impacting directly on children's learning and progress. Children are actively engaged and reflective of their learning needs.
- Use assessment information/data and records to adapt practice, evolve and adapt provision so that they impact directly on the quality of teaching, standards and actions taken to address areas for development for all children in line with expected milestones.
- Assess and record each pupil's progress systematically with reference to the schools current practice, including the social progress of each child and use the results to inform planning.
- Mark and monitor class work and homework in line with our feedback policy, providing constructive feedback and setting targets/next steps of learning for future progress. Children are actively engaged in this process.
- Provide reports on individual progress to the Head of School and parents as required.

Teacher : Day-to-day Expectations

- Ensure high quality lessons are in place that impact directly on pupils' outcomes and learning and that all children's needs are exceeded. Ensure staff (support staff) and children have access to appropriate learning resources (practical and human)to deliver lessons effectively and that resources are appropriately deployed.

- Ensure the ethos and expectations of Lion Academy Trust and associated schools are delivered in each specific year group in reference to environment, behaviour and attitudes that exemplifies our high expectations on our staff and children.
- Take responsibility for addressing and reporting Safeguarding and Health and Safety issues as they arise in school in line with school policy. To raise awareness of Health and Safety issues amongst staff and ensure compliance.
- Maintain and lead on ensuring high standards of pupils' behaviour and discipline, within the framework of the school policy and support and challenge other staff as necessary so as to facilitate high quality learning and a safe environment for all children.
- Ensure that teachers or staff members covering classes are familiar with lesson plans, expectations and year group procedures in order to be able to carry out their responsibilities effectively.

Teacher : External Liaison & Additional Professional Duties

Liaise with relevant external agencies as appropriate, such as external advisory staff or consultants and/or other schools on specific teaching and learning issues relevant to the year group, its pupils and staff.

- Liaise effectively within the LAT framework with parents/stakeholders to ensure excellent relationships between home and school in order to improve pupil's learning and behaviour. This includes being proactive in solving issues and reflecting a high stakeholder service to ensure that the relationships with parents and stakeholders impact positively on all pupils' outcomes.
- To keep up to date with national and local developments and disseminate this information to staff.
- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.

This job description sets out the duties of the post at the time it was drawn up. The above mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant duties as directed by the Head of School within the school as may be reasonably expected. This is not a common occurrence and would not justify a reconsideration of the grading of the post.

The Trust is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people, and the successful applicant must provide satisfactory references and will be subject to an enhanced Disclosure and Barring Service disclosure, along with all relevant safeguarding checks.

Person Specification

This table lists the essential and desirable requirements needed in order to perform the job effectively. Candidates will be shortlisted based on the extent to which they meet these requirements.

Essential: Requirements without which the job could not be done.

Desirable: Requirements that would enable the candidate to perform the job well.

Evidence: A = Application Form, I = Interview, R = Reference.

Qualifications and Professional Development	Essential	Desirable	Evidence
Safeguarding Training (or willingness to train)	X		A
Degree or Equivalent Qualification	X		A
Qualified Teacher Status	X		A
Completed ECT phase	X		A
Commitment to professional development	X		A
Evidence of working at Upper Pay Scale level		X	A, I, R
Evidence of continuous INSET /CPD		X	A
Experience			
Teaching successful placements	X		A, I
Supervising groups/classes	X		A, I
Line Management	X		A, I
Teaching across the whole primary age range		X	A, I
Working in partnership with parents		X	A, I
Professional Knowledge and Understanding			
An Understanding of the National Curriculum and its application	X		I, R
Knowledge of strategies that enable the teacher to teach mixed ability pupils within the same class & provide work which is differentiated to care for the entire ability range	X		I, R
Knowledge and understanding of the Primary Curriculum and its application	X		I, R
To develop a creative curriculum to motivate and inspire pupils	X		I, R
Understanding and ability to work as part of a team	X		I, R
Theory & practice of providing effectively for individual needs of all children	X		I, R
The monitoring, assessment, recording and reporting of pupils attainment and progress	X		

Statutory requirements of legislations	X		I, R
Positive links necessary within school and with stakeholders	X		I, R
Effective teaching and learning styles	X		I, R
Understanding of the preparation and administration of statutory tests	X		I, R
To be able to develop a creative curriculum	X		I, R
Links between schools, especially partner schools		X	I, R
Personal Skills and Attributes			
Ability to communicate effectively in verbal & written for to a range of audiences	X		A, I, R
Ability to teach a range of subjects	X		A, I, R
To be able to effectively use a variety of teaching & organisational styles and resources including ICT	X		A, I, R
Develop and maintain good professional relationships	X		A, I, R
Ability to set high standards	X		A, I, R
Provide a role model for staff and pupils	X		A, I, R
Ability to deal sensitively with people and resolve conflicts	X		A, I, R
To be able to deploy staff & resources effectively	X		A, I, R
To promote the schools aims positively & use effective strategies to monitor motivation and moral	X		A, I, R
Develop good personal relationships with team	X		A, I, R
Establish & develop close relationships with parents, governors and the community	X		A, I, R
Te create a happy, challenging and effective learning environment	X		A, I, R
To be committed to raising the levels of achievement of children of all abilities	X		A, I, R
To be passionate about teaching and learning	X		A, I, R
To develop strategies for community links	X		A, I, R
To be able to contribute to specific curriculum area or areas	X		A, I, R
To be able to support, lead and mentor team	X		A, I, R

Other			
Open minded, self-evaluative & adaptable to new ideas	X		I,R
Able to enthuse & reflect upon experience	X		I,R

Willingness to be involved in the wider life of the school	X		I,R
Ability to prioritise	X		I,R
Good interpersonal and communication skill	X		I,R
Displays warmth, care and sensitivity in dealing with children	X		I,R