# BROOKFIELD SCHOOL

# Job Description: In Class Phase Leader – TLR 2B

**Brookfield School vision and values:** Brookfield School is a successful school combining high academic standards with a particular emphasis on a rich and creative curriculum. We develop the whole child to prepare him or her to do well in the wider world. Our values are achievement, appreciation, positive relationships and growth.

**Core purpose of the in class phase leader:** To contribute towards the school’s vision and embody its values in their everyday work. In class phase leaders make the children’s education across the phase their primary focus in order to achieve the highest standards of work and behaviour. They act with honesty and integrity, are committed to developing themselves as professionals, and to forging positive and supportive relationships with pupils, colleagues, parents and the wider community in the best interests of the children.

**Core requirements of the post**

1. **Pupil Achievements & Standards**

**The in class phase leader makes a significant contribution to continuously uphold and raise standards across the school. The in class phase leader will:**

* ensure that all children within their phase have the opportunity to flourish and to meet the school’s highest expectation
* establish a safe, supportive and stimulating environment for pupils across their phase, rooted in mutual respect and high standards of behaviour
* ensure that classrooms and communal areas within the phase are safe, tidy and stimulating
* demonstrate consistently the positive values, attitudes and behaviour which are expected of pupils
* set clear and challenging targets for pupils of all backgrounds, abilities and dispositions and monitor progress towards them.
* demonstrate strong knowledge and understanding of how children learn, various curriculum requirements, the SEN code of practice and how this impacts on teaching and learning
* encourage children to take a responsible and conscientious attitude to their own work and study
* be accountable for pupils’ attainment, progress and outcomes within their phase
* make use of formative and summative assessment to secure pupils’ progress
* prepare children for routine tests and assessments and help carry out their administration

1. **Quality of provision**

**The in class phase leader demonstrates expertise in their teaching and maintains a stimulating, inspiring and orderly class environment that is conducive to learning. The in class phase leader will:**

* promote a love of learning and children’s intellectual curiosity across the phase
* display flair and creativity in engaging, enthusing and challenging all groups of pupils
* be able to use and evaluate distinctive teaching approaches to address children’s individual needs, including those who are SEND, disadvantaged, EAL and high achievers
* Provide constructive feedback regarding marking, presentation, half termly plans and end of year reports
* routinely analyse pupil data, detect variation and develop appropriate interventions and strategies to enable all pupils, including groups of pupils, to make good or better progress
* have an excellent understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
* model outstanding marking and feedback in line with school policy
* oversee homework arrangements and other out-of-class activities to consolidate and extend the children’s knowledge and understanding
* reflect systematically on the effectiveness of lessons and approaches to teaching across the phase
* continuously seek to improve their teaching through high quality CPD and action research

1. **Behaviour & Safety of pupils**

**The class teacher promotes the general wellbeing of each pupil. He /she will:**

* set consistently high expectations for children’s behaviour within the phase in line with the school’s behaviour policy
* develop positive and supportive relationships with children across their phase
* manage classes effectively, using approaches which are appropriate to children’s needs in order to involve and motivate them
* promote children’s understanding of rights and respect in line with the UN Convention on the Rights of the Child
* nurture children’s social, moral, spiritual and cultural development
* work closely with parents /carers across the phase, colleagues and other professionals to support children’s well - being and behaviour
* consistently follow procedures set out in the school’s safeguarding, equal opportunities, behaviour and health and safety policies.

1. **Leadership and Management**

**The in class phase leader provides an inspiring role model for pupils and other staff, through their personal and professional conduct. The in class phase leader will:**

* make a significant contribution to the wider life and ethos of the school, including participating in whole school activities and events
* establish positive and effective working relationships with professional colleagues and governors
* communicate effectively with parents /carers across their phase and any other professionals with regard to pupils’ achievements and well-being
* support colleagues in day to day concerns about children or parents / carers
* act as a mentor to children on ‘Skills for Life’
* contribute towards special assemblies
* participate in administrative and organisational tasks linked to their job description, such as break duties, liaising with the office staff and ordering in relevant resources
* support the professional development of staff within their phase, through lesson study, observations, support with planning, modelling outstanding practice and individual mentoring and coaching
* lead on the implementation of priorities as set out in the school improvement plan.
* participate in the school’s performance management process by supporting their own and other people’s continuous professional development write and feedback on reports as required by statutory requirements
* ensure that staff within their phase know and implement all agreed school policies and are contributing towards their development
* undertake other duties, which may be reasonably assigned by the headteacher to ensure the smooth running of the school and their phase

The job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the performance management process.

The holder of this post is expected to carry out the professional duties of the in class phase leader as described above, as circumstances may require and in accordance with the school’s policies under the direction of the Headteacher. The post-holder is required to fully support the vision, ethos and policies of Brookfield school. The post-holder is expected to meet the following guidelines, standards and targets:

1. Teacher’s Standards and, if applicable, Professional Standards for Post Threshold Teachers
2. Performance Management targets as set by their line manager in the Autumn term.
3. Staff Code of Conduct

# Person Specification

This post requires someone who:

1. Can model trusting and productive professional relationships with colleagues
2. Can effectively lead a team of teachers and support staff
3. Can demonstrate outstanding teaching and learning
4. Is passionate about improving all children’s knowledge and skills
5. Possesses strong behaviour management skills

1. Possesses an excellent knowledge of the wider curriculum
2. Has good organisational skills and the ability to use their initiative
3. Has the ability to plan effectively and manage their time effectively
4. Possesses good communication skills, with the ability to make positive relationships with children and adults from diverse backgrounds

JD written in March 2018 Review date: June 2019