**JOB DESCRIPTION:**

**SALARY:**

**START DATE:**

KS1/KS2 Class Teacher and Phase Leader – Responsible for

the Development of Teaching and Learning a primary phase

Phase (years 1& 2 or 5 & 6)

MPS + TLR

1st September 2018

The role of the Phase Leader is to develop and promote high standards in Teaching in Learning across the curriculum in the year groups that fall within their Phase so that:

* Pupils make progress at least in line with their peers, have access to the full National Curriculum, are motivated to learn and develop self-esteem and confidence as learners.
* All staff within the Phase are familiar with and use a range of strategies to meet the needs of all pupils (showing regard for different learning styles and the needs of SEN and EAL pupils) and this is evident in lesson planning and delivery.
* All staff within the Phase liaise effectively with one another and work flexibly together, thus ensuring that all adults understand their roles and responsibilities and are used effectively to support pupils in their learning.
* Parents know how they can support their child, feel involved as partners in the education process and feel welcomed into the school community.
* Senior Staff have an understanding of the progress and attainment of pupils in the relevant year groups and know what the priorities are for the Phase in relation to whole school development priorities.
* Governors understand their role in relation to pupils in the Phase and know about the progress and attainment of pupils in the phase in relation to similar pupils nationally.
* Lead a core subject across the phase

The Phase Leader will do this through:

* Being an excellent classroom practitioner who plans exciting and stimulating lessons which meet the needs of all pupils in their class.
* Upholding the Catholic aims and ethos of the school as set out in the school’s various Policy and Guidance documents and demonstrating this in their day-to-day work.
* Conducting themselves in a professional manner at all times when dealing with all members of the school community and any visitors to the school, including external agencies.
* Taking a lead in implementing the school’s Behaviour Policy, including developing a collective responsibility to managing pupil behaviour and the use of positive behaviour management strategies.
* Promoting the health and well-being of all pupils and reporting any concerns to the relevant personnel (eg SENCO, Designated safeguarding lead).
* The use of assessment for learning to establish pupils’ attainment and to track pupils’ progress towards meeting targets set and in relation to national standards using our school systems.
* The analysis of assessment information to inform future planning for the short, medium and longer term.

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* The sharing of findings from data analysis with teachers, teaching assistants and senior staff.
* The leading of fortnightly Phase Meetings, INSET and other training sessions for staff.
* Identifying professional development opportunities for Teachers and Teaching Assistants.
* The implementation of an effective system of performance management for teachers in the Phase (apart from themselves).
* The monitoring of Phase teachers’ files and assessments/observations on pupils and of pupils’ work.
* Actively participating in fortnightly Leadership Team meetings and using the evidence of monitoring, review and evaluation to contribute to the School Development Plan.
* Taking responsibility for their own continuing professional development and ensuring they keep up-to-date with relevant legislation and strategies for working with pupils.

Line Management and other responsibilities:

* The Phase Leader will have direct line management responsibility for the other teachers in the Phase.
* The Phase Leader will report directly to the Deputy Headteacher.
* The Phase Leader will have class teaching responsibility for a class within the phase.
* The Phase Leader will be responsible for subject leadership in a core subject area. This will include: developing and promoting the subject across the school; monitoring standards of teaching and learning within the subject; using the outcomes of monitoring and data analysis to identify priorities for future work and to contribute to the School Development Plan.
* In order to deliver services effectively, a degree on flexibility is needed and as Phase Leader you may be required to perform work not specified above. Such duties will fall within the scope of the post.

April 2010.

**START DATE: SEPTEMBER 2010**

**PERSON SPECIFICATION:**

**SALARY:**

**START DATE:**

KS1/KS2 Class Teacher and Phase Leader –

Responsible for the Development of Teaching and

Learning in *either* the Middle Phase (years 1, 2 & 3) *or*

the Upper Phase (years 4, 5 & 6)

MPS/UPS + TLR2A (value at 01.09.10: £2,534)

1st September 2010

*Please address the points included in this Person Specification when writing your Personal Statement in support of your application. Applicants that most successfully meet the criteria will be invited for interview.*

* To hold Qualified Teacher Status (QTS) as recognised by the DCSF ***or*** to hold a recognised teaching qualification from another country.
* To be an excellent classroom practitioner and have at least 3 years experience of teaching in a primary school.
* To have a clear understanding of how children learn and to use this knowledge to plan exciting and stimulating lessons, which meet the needs of all pupils in your class.
* To have a very good knowledge of behaviour management strategies and to be able to use them effectively to support children’s progress and development both within your class and across the school.
* To have a very good understanding of a wide range of Assessment for Learning strategies (including APP) and how to use them to support children’s progress and development.
* To be able to use assessment data to track pupil performance, raise standards and improve progress both as a class teacher and as a subject leader
* To have proven experience of curriculum leadership in one or more curriculum areas and to know how to raise standards in your subject area across the school.
* To be able to take the initiative in a range of situations, to be well-organised, able to work effectively under pressure and to prioritise appropriately to meet deadlines.
* To be competent in the use of IT as an aid to both teaching and learning.
* To be approachable, accessible, flexible, a good listener and a team player.

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* + To be able to lead, manage, motivate and support a staff team.
  + To understand the purpose of Performance Management and its links to both personal and whole school development priorities.
* To be able to build positive relations with all stakeholders (including staff, pupils, parents and governors) and to act professionally at all times, providing a role model to other members of the school community.
* To be able to communicate effectively, both orally and in writing, in a range of contexts and for a range of audiences.
* To understand the importance of safeguarding and to be sensitive to confidential issues within the school.
* To be supportive of the school’s leadership and management and be committed to upholding the school’s aims and ethos.

***Please note that any offer of a post will be subject to:***

* Receipt of at least two satisfactory professional references.
* Receipt of a satisfactory enhanced CRB check.

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