

**Phase Leader**

**Job Specification**

**Job Purpose**

To work in partnership with the Senior Leadership Team as part of the Wider Leadership Team, in

securing high quality learning and teaching across the school.

Direct line management of this post will be with the Deputy Headteacher alongside an Assistant Headteacher.

1. **Shaping the Future**

* Support the Headteacher and Senior Leadership Team in providing a clear vision and direction for the school which supports children’s learning and development;
* Demonstrate the vision and values in everyday work and practice;
* Contribute information and data to assist in the planning of the School Development Plan which

identifies appropriate priorities and targets for improvement;

* Be a strong advocate for change and champion school improvement;
* Be responsible for evaluating actions and strategies taken to raise standards in the phase;
* Lead by example, both within and beyond, the phase;
* Lead on one or more areas of whole school initiative to address an aspect of school improvement;
* Secure the commitment of parents and the wider community to the vision and direction of the school.

1. **Leading Learning and Teaching**

* Demonstrate good classroom practice, modelling learning and teaching as an example for others;
* Create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers within the phase to meet the standards set out in the School Teachers’ Pay and Conditions document;
* Monitor and evaluate the standards of achievement and behaviour both within and beyond the phase to ensure continuity and progression;
* Input into the target setting process for raising achievement for pupils within the phase;
* Analyse data and benchmarks to monitor the progress in every child’s learning, year on year, within

the phase;

* Ensure planning is effectively carried out within the phase and ensure pupils’ individual needs are being met;
* Assist in the development of the curriculum, balancing innovation with consolidation, and promoting a personalised learning culture;
* Review long term planning in the phase to ensure coverage, progression and a range of learning experiences across the phase;
* Develop teaching and learning styles throughout the phase, promoting consistency and high standards of attainment;
* Monitor, evaluate and review classroom practice within the phase and support colleagues to make improvements, in line with the school policy. This will include lesson observations, monitoring of short and medium term planning, pupil interviews and scrutiny of pupils work.
* To liaise with the other phase leaders to monitor and promote effective transition arrangements to ensure continuity and progression for all pupils across the school;
* Collaborate with class teachers to effectively manage the Learning Assistants timetabled within the phase and outside agencies;
* Create and maintain an effective partnership with parents to support and improve pupils’ achievement, behaviour and personal development;
* Support staff within the phase to meet appraisal targets, challenging underperformance and ensuring effective, corrective action and follow-up.

1. **Developing Self and Working With Others**

* Work with the Leadership Team, to lead all staff in the management of change;
* Attend Wider Leadership Team meetings as required, and report back to staff when necessary;
* Maximise the contribution of staff to improving the quality of education provided and standards achieved, ensure that good working relationships are formed between staff and pupils and that the organisation is an enjoyable environment in which to work;
* Assist other members of the Leadership Team in leading the professional development of staff through example; support and co-ordinate the provision of high quality Continuing Professional Development by methods such as leading CPD meetings and INSET; coaching and mentoring others, drawing on other sources of expertise where appropriate, keeping abreast of current initiatives;
* Support the induction of staff within the phase;
* Manage and develop relationships with Governors, attending relevant meetings, as directed by the Headteacher;
* Assist other members of the Leadership Team to implement and sustain effective systems for the management of staff performance, incorporating appraisal and objective setting for teachers and support staff, including objectives relating to pupils’ achievement.

1. **Managing the Organisation**

* Work with the Leadership Team to deploy and develop staff effectively in order to improve the quality of education provided;
* Work collaboratively with subject leaders to manage resources for relevant areas in order to improve the quality of education, improve pupils’ achievements, ensure efficiency and secure value for money;
* Ensure the implementation of whole school policies which support the school’s values, aims and

objectives;

* Work with other colleagues to construct processes to guide the work of others to support children’s learning and development;
* Ensure the safety of pupils, staff and others on the school site;
* Ensure communication between the phase and Senior Leadership Team is regular, consultative and informative;
* Plan, organise and chair phase meetings as appropriate in order to ensure school policies and practices are being implemented;
* Lead assemblies which promote Broadwater’s ethos and values;
* Line-manage colleagues in the phase on a day-to-day basis;
* Work with the Leadership Team to share responsibility for the day to day management of the school;
* Work with colleagues to schedule duties and timetables as required;
* Develop and maintain links with parents/carers and the community;
* Contribute to an effective staffing structure, which is regularly reviewed;
* Maintain an overview of the logistics to ensure the smooth running of their phase;
* Assume responsibility for the management of the school in the absence of the Head Teacher and the Senior Leadership Team.

1. **Securing Accountability**

* Work with other members of the Leadership Team in providing information, objective advice and support to the governing board to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money;
* Work with other members of the Leadership Team in creating and developing an organisation in which all staff recognise that they are accountable for the success of the school;
* Work with other members of the Leadership Team in presenting a coherent and accurate account of the school’s performance in forms appropriate to a range of audiences, including governors, the LA, the local community, parents, Ofsted, and others, to enable them to play their part effectively;
* Work with other members of the Leadership Team in ensuring that parents and pupils are well-informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school’s targets for improvement;
* Ensure all necessary administration within the phase is completed and deadlines are met;
* Lead meetings and INSET to disseminate information, solve problems and make decisions;
* Contribute to meetings in school and outside to ensure appropriate views are represented
* Undertake any other reasonable responsibilities as designated by the Headteacher;
* Act as Head of Site in the absence of the Headteacher and the Senior Leadership Team.

1. **Strengthening Community**

* Develop strong links with parents and carers within and beyond the phase;
* Build on and support the development of relationships between the school and local community and

promote the use of people’s strengths and skills to enhance learning;

* Co-operate and work with relevant agencies and partners to ensure the wellbeing of children in the phase in all aspects of life;
* Strengthen home school links within the phase by actively engaging parents in their child’s

education;

* Ensure learning experiences for pupils are linked and integrated with the wider community - local, national and global.

**Accountable to:**

The Headteacher, the Governing Board and Wandsworth Council.



**Person Specification – EYFS Phase Leader**

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| **Phase Leader Selection Criteria** | **Essential or**  **Desirable** |
| **Qualifications** |  |
| * Qualified Teacher Status. * A relevant degree * Evidence of regular and appropriate professional development | * Essential * Essential * Essential |
| **Experience** |  |
| * Experience across the Early Years Foundation Stage * Experience across Key Stage 1 or 2 (preferred: both) in the state sector * Proven excellent classroom practice * Evidence of recent and successful middle leadership (e.g. subject leadership) * Experience of how to write, implement, monitor and evaluate an action plan to raise standards * Experience of mentoring colleagues * Experience of undertaking performance management appraisals and staff recruitment. | * Essential * Desirable * Essential * Essential * Essential * Desirable * Desirable |
| **Professional knowledge and understanding** |  |
| * Knowledge of Key Stages 1 and 2 and EYFS principles and practice * Exemplary classroom practitioner with an excellent understanding of quality in learning and teaching and the ability to influence the performance of others * Up to date curriculum knowledge * Understanding of budgetary control and can manage a designated budget. * Knowledge of monitoring and evaluating performance and use of tools for the interpretation and analysis of data to inform school improvement and raise achievement * Knowledge of a range of strategies for dealing with and managing pupils with SEMH * Understanding of the importance of values development within the broader curriculum and ethos of the school to support the school community and individual pupils as citizens of the local and world community * Knowledge of best practice and procedures for safeguarding children and young people * Knowledge of emerging technologies and their use within the curriculum | * Essential * Essential * Essential * Essential * Desirable * Essential * Essential * Essential * Desirable |

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| **Skills** |  |
| * Able to engage with and communicate effectively to a range of audiences * Able to drive for improvement by supporting, motivating and challenging others to attain higher performance * Able to judge when to make decisions and when to consult with others * Able to deal sensitively with people and resolve conflicts * Able to provide a leadership role in the spiritual development of pupils and staff * Able to lead a team effectively | * Essential * Essential * Essential * Essential * Essential * Essential |
| **Professional Qualities** |  |
| * Committed to excellence with high aspirations for all pupils * Committed to the maintenance of good relationships with staff, parents, pupils, governors, the community and other stakeholders * Willing and able to delegate tasks and responsibilities within a collaborative team environment * Well organised and able to work under pressure and to deadlines * Proven commitment to on-going professional development of both self and other school staff. * Committed to equality, with respect and empathy to all * Enthusiastic and inspiring to staff, pupils and parents * Capacity to be flexible and adaptable – willing to take on and develop the best of ideas from within and outside the school * Resilient and has a good sense of humour | * Essential * Essential * Essential * Essential * Essential * Essential * Essential * Essential * Essential |

Broadwater Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to a Disclosure & Barring Service (DBS) check.