

Job Description

Job Title: Phase Leader for Key Stage 4 (TLR 2A)

Line Manager: Assistant Headteacher

Job Purpose

To support all class teachers in Key Stage 4 ensuring high standards of teaching and learning, measured through pupil involvement progress and outcomes.

To lead on the foundation subjects across KS4 (Community Studies, Science and Life Skills and Business Enterprise)

Job Dimensions

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| 1. Pupils | Supporting the learning of all pupils in Key Stage 4 |
| 2. Staff | Accountable for the direct line management of identified staff |
| 3. Finance | Supporting the Assistant Head with a Teaching and Learning budget |

Key Accountabilities

- 1. Strategic direction and development: Support the Assistant Head to implement learning policies, plans, targets and practices to ensure contribution to the whole school development plan.**
 - A. To support teachers with termly plans based on the Moving On 1 and 2 programmes of study to ensure that they contribute effectively to the raising the achievement of pupils.
 - B. To support teachers in the phase with consistent assessment practice
 - C. To identify relevant school improvement issues within the phase
- 2. Teaching and Learning: Support teachers with high expectations which inspire, motivate and challenge pupils.**
 - A. To oversee the curriculum provision to ensure appropriate challenge and success for every pupil and manage the foundation subjects within the phase
 - B. To demonstrate good knowledge of autism and the Key Stage 4 curriculum by keeping up to date with pedagogical and curricular developments and initiatives.
 - C. To support teachers with organisation of the environment and structures and systems in their classrooms
 - D. To support the consistent use of PECS across the department
 - E. To support the Assistant Head with the moderation of ASDAN course work
 - F. To support teachers with the coordination of residential visits and trips
- 3. Leading and managing staff: Support the teaching practice of teachers in the phase to enhance learning**

- A. To demonstrate consistently high standards of personal and professional conduct and act as a role model of good practice for other teachers, modelling effective strategies and classroom practice
- B. To ensure there is support for new staff within the phase through a buddy system
- C. To lead a phase meeting in liaison with the Assistant Head with staff within the phase

4. Staff and resources deployment: Identify appropriate resources and ensure that they are used efficiently, effectively and safely.

- A. To promote team work to ensure effective professional working relationships.
- B. To support the Assistant Head with the teaching and learning budget to ensure best value for money.
- C. To order and coordinate resources to support the teaching of the foundation subjects in KS4
- D. To liaise with the Work Related Learning Coordinator to establish appropriate pathways for employability skills and independence

Key Leadership Competencies

Analytical thinking	Level 3	Analyses variables
Challenges and supports	Level 2	Expresses clear and positive expectations
Developing potential	Level 3	Gives feedback and encouragement
Holding people accountable	Level 3	Demands performance
Community engagement	Level 3	Communicates and connects own vision to that of others
Team working	Level 2	Shares information
Flexibility	Level 2	Adapts procedures

Teaching

To undertake an appropriate programme of teaching in accordance with the duties of a class tutor and subject specialist.

Additional Duties

To play a full part in the life of the school and its community to support its mission and ethos and to be a role model for staff and pupils.

Staff are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the job title purpose and grade

Person Specification

All post holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms.

Applicants must have:

Training and Qualifications:

1. A teaching qualification recognised by the DfE.
2. Training – special educational needs including autism or other relevant specialism.

Experience and evidence of:

1. Successful classroom teaching including partnership teaching and working with additional adults.
2. Experience of working with young pupils with SEN and of raising standards of teaching and learning.
3. Managing and leading an area of the curriculum.
4. Managing and leading a team.

Knowledge and understanding of:

1. Successful SEN practice within the 3-19 age range (preferably secondary)
2. Factors that influence the achievement of all pupils and how to raise levels of attainment for pupils with SEN.
3. Practices to create an inclusive environment for learning including the use of PECS
4. Developing partnerships with parents

Skills and ability to:

1. Assess and monitor pupils progress, maintain records and analyse data and to relate these strategies that promote achievement at individual, class, and team level
2. Support all pupils through a range of teaching styles and approaches and interventions appropriate to individual need
3. Communicate effectively and work as a member of various teams within the phase
4. To be self-motivated, effectively manage your time, be able to assess situations and take appropriate action, often under pressure
5. Understand the principles and practices of an effective ASD approach to learning and the teaching of a broad relevant curriculum within secondary
6. To implement strategies that are learned through training at Phoenix