



COBOURG PRIMARY SCHOOL

Phase Leader Objectives

Position: Key Stage One Phase Leader
TLR 2C for Teaching & Learning (currently £5,667pa)

Responsible to: The School Leadership Team.

Purpose of Post:

To lead, raise and maintain standards in your phase group by achieving the objectives. To gain experience in the management and development of phase leadership to enhance your own professional development in the following areas: Phase leadership; Teaching and learning responsibilities; Running successful meetings; Planning improvements to pupil progress; Lesson observations; Successful self-evaluation.

Job Specification Reference:

To be an effective class teacher and maintain a high standard of Teaching and Learning that is a model of excellence. To carry out the professional duties of a teacher as described in the current School Teachers' Pay and Conditions Document, including those duties particularly assigned to him/her by the Headteacher.

Objective 1 - Pupil progress

The phase leader will have implemented and monitored strategies in order to increase the percentage of pupils making an agreed level of progress in English and Maths by the end of the phase.

Success criteria:

- Strategies presented to the line manager and implemented
- Increased percentage of pupils attaining the agreed level of progress

Monitoring arrangements and evidence

- Presentation of strategies/action plan to the line manager
- Progress reports given to the line manager
- Self-evaluation by the phase leader
- Monitoring reports/performance reviews
- Assessment data
- Minutes of relevant meetings, including staff meetings or training where the project is discussed

Objective 2 - Staff engagement

The phase leader will have raised staff awareness of end-of-year targets in all year groups in the phase in order to impact on standards.

Success criteria

- Action plan drawn up to improve staff awareness
- All teachers have a greater understanding of end of year targets throughout the school
- Teachers' work has become more target-driven/teachers are aware of the pupil progress targets for the phase

Monitoring arrangements and evidence

- Scrutiny of the action plan
- Notes from staff meetings
- Review by the phase leader's line manager
- Phase leader's self-evaluation shows meetings with other members of staff about pupil progress
- Monitoring reports

Objective 3 - Skills audit

The phase leader will have conducted an audit of an area of pupil progress relating to his/her responsibilities within the school. Following the audit he/she will have developed and implemented an action plan to enhance this aspect of pupils' progress, and monitored and reviewed the impact of the strategies he/she implemented.

Success criteria

- Audit completed
- Action plan indicating strategies completed and in use
- Relevant staff training following the audit has been given
- Monitoring indicates that strategies are impacting on pupils' work, with evidence of improvement in the chosen area
- Monitoring of staff planning shows improvement in the chosen area

Monitoring arrangements and evidence

- Presentation of audit
- Minutes of any relevant meetings
- Self-evaluation by the phase leader
- Performance management meeting with the post holder's line manager
- Scrutiny of pupils' work
- Lesson observations and staff planning documents
- Exam outcomes

Objective 4 - Closing the gap in attainment

The phase leader will have maintained the current high standards in attainment for one group in the phase, whilst improving the attainment of another identified group.

Success criteria

- Strategies presented to the line manager and implemented
- Monitoring shows that new strategies and processes are in place
- Increased attainment in the targeted group
- Staff are informed of and trained in the new strategies, where necessary
- Monitoring shows that staff are implementing additional strategies to raise attainment in the targeted group
- Analysis shows that pupils in the group are making progress towards their individual targets

Monitoring arrangements and evidence

- Strategies implemented and presented to the line manager
- Progress reports given to the line manager, as appropriate

- Self-evaluation by the phase leader
- Scrutiny of pupils' work
- Performance management meeting with the line manager
- Minutes of meetings, including staff meetings/training where the strategies are discussed

Objective 5 - Developing the phase leader role

The role of phase leader in monitoring the effectiveness of the phase will have been further developed and enhanced.

Success criteria

- The post holder, working in consultation with his/her line manager, has undertaken an audit of the existing phase leader role
- Action plan devised and presented to the line manager
- Action plan approved by the line manager and implemented
- Performance reviews and informal feedback show that phase leaders are more confident in their role

Monitoring arrangements and evidence

- Audit undertaken by the phase leader
- Notes of meetings with the line manager
- Action plan presented to the line manager. This might include visits to other schools and peer support
- Training plan
- Self-evaluation by the phase leader
- Monitoring reports, for example if the phase holder is now carrying out lesson observations
- Formal and informal feedback from the line manager