

## Job Description: TLR 2b: Curriculum and Phase Leader

You will be responsible to the Headteacher to provide professional leadership in the area which you lead. You will be expected to promote and support the progress of all children to achieve the highest possible standards. You will have impact on educational progress beyond the assigned pupils you teach.

The range of duties listed below describe the role of a class teacher, with additional responsibility, but do not replace such other duties that may be required, as laid down by the School Teachers' Pay and Conditions Acts. All teachers will work within the framework of such legislation, as well as within LA and school policies and guidelines on curriculum and organisation. Specific variations will be made by negotiation with the Headteacher and Governing Body.

### Duties specific to teachers with TLR 2b (Curriculum and Phase Leader)

#### The teacher will have responsibility for:

- Developing a creative and innovative approach to teaching and learning across the curriculum, with a particular focus on the foundation subjects, in order to raise attainment (whole school).
- Supporting the improvement of standards and achievement in the foundation subjects across the school.
- Developing the work of foundation stage subject leaders in order to improve outcomes and ensure continuity and progression.
- Liaising with the EYFS Leader and core subject leaders, to ensure a relevant, cross-curricular and creative approach to curriculum delivery.
- Supporting the SLT in ensuring that the curriculum is relevant and best meets the needs of the children at Wessex Gardens Primary School.

Teachers with TLR duties will be expected to carry out some of their work after school during directed time.

## Curriculum and Phase Leader Role Description

### Knowledge and Understanding

- Demonstrate a secure knowledge and understanding of foundation subjects across the school.
- Have knowledge and understanding of the strategies for improving and sustaining high standards of teaching, learning and achievement of all pupils.
- Keep up to date with any changes to the National Curriculum and disseminate that information to staff.
- Have knowledge of the EYFS, in order to help facilitate transition to Key Stage One.

### Planning and Setting Expectations

- Establish, with the involvement of relevant staff (in particular foundation stage subject leaders), short, medium and long term plans for the development and resourcing of the subjects.
- Support subject leaders in setting priorities, targets and action plans for the subjects.
- Support subject leaders in planning, organising and implementing specialist events, activities and weeks relating to the subject, in relation to the planned curriculum.
- Monitor the quality of planning and learning outcomes.

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## **Teaching and Managing Pupil Learning**

- Act as a role model for other staff, modelling good practice.
- Ensure curriculum coverage, continuity and progress in the foundation subjects for all pupils.
- Ensure effective links are made between curriculum areas.
- Promote inclusion at all times.

## **Pupil Achievement**

- Establish clear targets for pupil achievement and support subject leaders in evaluating progress towards meeting those targets.
- Review achievement and standards in the subject areas, together with the outcomes of any planned actions and feed back information to the Senior Leadership Team, in order to inform school self-evaluation.

## **Assessment and Evaluation**

- Monitor and evaluate skills coverage and standards of attainment in the foundation subjects and ensure targets are met.
- Where appropriate, analyse and interpret national, local and school assessment data to inform policies and practices, identify gaps in attainment and set targets for further improvement.
- Support subject leaders in establishing and implementing clear policies and practises for assessing, recording and reporting on pupil achievement.

## **Relationship with Parents and the Wider Community:**

- Direct subject leaders in establishing a partnership with parents/carers to involve them in their child's learning, as well as providing information about the curriculum.
- To promote the subjects in school and the wider community, liaising and communicating effectively, orally and in writing, with governors, other schools in the area and external agencies (including the Local Authority).
- Develop effective links with the local community in order to enhance teaching and learning opportunities.

## **Managing and Developing Staff and Other Adults:**

- Lead professional development of staff by planning and leading staff meetings and INSET days.
- Assist in the appraisal of staff, including taking part in classroom observations as required.
- Evaluate the impact of training and development activities and report back at meetings.

## **Managing Resources:**

- To support foundation subject leaders in auditing and evaluating resource needs and maximizing their budget allocation.

## **Strategic Leadership:**

- Create a climate which enables other staff to develop and maintain positive attitudes towards the development of the curriculum and the foundation subjects and confidence in teaching them.
- Showing an enthusiasm for the creative delivery of the curriculum, influencing excellent classroom practice by example.
- Develop, implement and update policies and ensure continuity, progression and effective teaching and learning throughout the school.
- Keep the Headteacher and governors informed of all relevant developments, initiatives and issues relating to the curriculum.
- Carry out any other duties which might be reasonably requested by the Headteacher.

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## **TLR 2b holders will assist the Headteacher and Senior Leadership team in:**

- Leading by example, creating and maintaining a positive ethos and demonstrating professional behaviour and attitudes at all times.
- Being a positive role model for other members of staff in all matters relating to class organisation, teaching, learning, assessment and professional conduct.
- Establishing and implementing policies and practices which ensure high achievement and effective teaching, learning and assessment.
- Monitoring and evaluation of policies and practices, including teaching, learning and assessment.
- Monitoring standards.
- Taking a leading role in behaviour management by being aware of behaviour issues within specific phases, monitoring behaviour at times of transition and giving teachers support as detailed in the behaviour policy.
- Leading phase meetings focused on high standards.
- Leading practice within a phase by demonstrating high expectations in terms of quality of the displays, organisation of the learning environment.
- Monitoring books and planning and provide feedback to teachers and SLT.
- Leading assemblies attended by children and staff.
- Attending Leadership Team meetings.
- Taking part in Professional Development activities which support and develop the role in leadership and management.
- Carrying out any other duties to ensure the smooth running of the school which might reasonably be requested by the Headteacher.

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## **SECTION A: A class teacher is expected to:**

### **Teaching**

- plan and prepare courses, schemes of work and individual lessons appropriate to the needs, interests, experience and existing knowledge of the children
- teach a class, or classes, groups or individual pupils
- set tasks to be undertaken by children both at school and elsewhere
- have high expectations of the children, value and recognise the diversity of their abilities, and ensure that each child achieves his or her full potential
- ensure that proper account is taken of any specific needs children have by reason of their gender, language or ethnicity and that appropriate provision is made for them
- promote the social development and welfare of the pupils so that each child feels valued and enjoys learning
- supervise and teach any pupils whose teacher is absent

### **Monitoring and recording**

- monitor and assess pupils' work
- record their development, progress and attainment
- provide or contribute to oral and written assessments, reports and references relating to the development and learning of individual pupils and groups of pupils

### **Ethos of the school**

- maintain an ordered and caring environment in the classroom and around the school so that children achieve their potential and feel secure and valued
- make pupils aware of their rights and responsibilities in respect of each other, the staff and the school community as a whole
- take part in the corporate life of the school by, for example, attending assemblies, registering the attendance of pupils and supervising pupils before and after school sessions

### **Parents**

- build and maintain a close partnership with parents
- communicate with parents on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties

### **Resource Management**

- maintain an attractive and stimulating classroom
- take responsibility for resources allocated to their own classroom
- contribute to displays in the school as a whole
- comply with the requirements of Health and Safety and other related legislation

### **Overall policy and Professional development**

- take part in whole-school reviews of policy and aims, and in the revision or formulation of guidelines
- evaluate, review and improve their own teaching methods, materials and schemes of work
- keep up-to-date with current educational thinking and practice, both by reading and by attendance at courses, workshops and meetings
- take part in appraisals and reviews of one's work arranged by the Headteacher

### **Equal Opportunities**

- help ensure that subject matter and learning resources reflect LEA and school policies relating to equal opportunities in respect of race, gender and special needs
- help ensure that these policies are implemented within the tasks and duties listed above

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## **SECTION B: All class teachers (other than those in their first year of teaching) are expected to:**

### **Model of good practice**

- organise their class teaching in such a way as it sets high standards for other members of staff

### **Monitoring**

- monitor teaching and learning in the relevant phase through activities such as lesson observations, monitoring of planning and assessment, and leading scrutiny of work

### **Resources**

- advise the Headteacher on the requisition or purchase of appropriate books, learning materials and equipment
- advise the Headteacher on the allocation of these resources within the school
- ensure compliance throughout the school with Health and Safety and other related legislation for those resources appropriate to their areas of responsibility

### **Working with colleagues**

- acquaint new members of staff and supply teachers with the school's policies and guidelines
- assist such colleagues in the practical implementation of those policies
- lead in-service workshops, meetings and activities for members of staff

### **Liaison**

- promote positive liaison and continuity between the three phases
- work in liaison with members of LA Inspectorate, advisory and support services, other organisations, agencies and networks relevant to the teacher's specialism or subject, parents, governors and the local community

### **Display**

- organise and co-ordinate displays of children's work, so providing stimulus and ideas for colleagues, information for parents, and recognition of the children's achievements
- put up whole school displays relating to their subject areas