

Job description

Victoria Park Primary School

Class Teacher & Phase Leader

Job title	Class Teacher and Phase Leader
Location	Victoria Park Primary School
Salary	£27,600- £38,690 (MPS2- UPS1) plus TLR for Phase Leader: £2,873
Role Summary	The Phase Leader fulfils the role of a class teacher with additional responsibilities in the areas of leadership, curriculum development, assessment, monitoring achievement and progress within the phase, liaison with parents and outside agencies and pastoral duties. They support and monitor the effective implementation of the school curriculum and expectations within the classes in their phase. They are a positive role model to others, undertaking tasks with a positive and supportive attitude, whilst prioritising the best interests and progress of children and young people.
Working pattern	Full Time and Permanent
Duties	<p>Class Teacher Key Duties and Responsibilities</p> <p>The particular responsibilities attaching to the post of class teacher are as follows:</p> <ul style="list-style-type: none"> • to actively promote school aims • to work within any whole school guidelines established through school policies and schemes of work • to work alongside colleagues in the development of new policies and schemes of work • to teach, according to their educational needs, pupils assigned to him/her in the allocated class • to control and oversee the use and storage of books and other teaching materials provided for class usage • to supervise the work of classroom assistant(s) relevant to the allocated class • to maintain discipline in accordance with the rules and disciplinary systems of the school • to participate in staff development activities made available by the school to enhance professional development • to contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole; and • to promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy. <p>Additional Phase Leader Key Duties and Responsibilities</p> <ul style="list-style-type: none"> • to be highly motivated. • to be a consistently excellent classroom practitioner. • to coach and mentor others to improve their teaching practice and pedagogy.

- to have high expectations of children's attainment and progress, demonstrable by their outcomes.
- to be committed to developing them self professionally.
- to have good interpersonal skills.
- to have positive people management skills.
- to use ICT effectively and with ease.
- to understand effective teaching strategies and teaching styles.
- to be an effective role model for their phase team in terms of teaching, behaviour management and classroom management.
- to work both autonomously and as a member of a team.
- to forge effective professional relationships and establish positive partnerships with school staff, parents and carers.
- to demonstrate an empathetic and approachable manner.

Class Teacher Key Tasks

The key tasks for the post of class teacher are as follows:

- to be responsible for children under your supervision at any time, ensuring their best education and care
- to monitor and report to parents on the progress of pupils in the allocated class
- to assess pupils' achievements and progress in accordance with arrangements agreed within the school
- to monitor pupils' performance and set appropriate and challenging targets for them
- to participate fully in year group and school planning
- to mark class attendance registers.
- to develop effective relationships with both teaching and non-teaching staff
- to develop effective home school liaison

Phase Leader Key Tasks, Responsibilities and Actions

Leadership:

- Be a member of the Senior Leadership Team, attending weekly SLT meetings and making a positive contribution.
- Demonstrate proactive and positive leadership of the phase to support whole school initiatives.
- Complete Professional Development Review processes for teachers and support staff within the phase.
- Show a high level of confidentiality and professionalism at all times.
- Provide support to the Headteacher, promoting positive attitudes to change and school improvement.
- Ensure that the aims, policies and values of the school are understood and upheld by members of the phase team.
- Lead regular phase meetings with team members.
- Take a lead in securing and embedding within the phase the pastoral and behavioural support systems in the school.
- Lead pupil progress meetings with teachers and TAs to analyse progress of individuals and groups, making impactful adjustments to teaching and provision as a result.
- Be accountable for pupil behaviour within the phase and work with teachers to improve pupil behaviour where needed, including talking to individual pupils, groups and parents/carers as appropriate and in line with school policy.
- Support staff within the phase to continually improve and have the highest expectations for pupils.

- Lead challenging yet supportive conversations with staff when necessary.
- Curriculum:**
- Lead, develop and enhance the teaching practice of others within the phase.
 - Monitor the quality of teaching and learning and share outcomes, successes and areas for improvement with teachers and support staff as appropriate.
 - Undertake Quality Assurance and monitoring activities including but not limited to learning walks, book scrutiny, lesson observations, environment checks, data analysis, pupil conferencing.
- Assessment:**
- Closely monitor the progress and attainment of children within the phase ensuring high expectations by all teachers.
 - Use data and children's work to monitor progress and implement changes where necessary.
 - Support teachers and TAs to use assessment information to meaningfully impact planning, teaching and learning.
 - Oversee and organise the provision for and execution of statutory assessment responsibilities in accordance with published guidelines and expectations.
 - Submit statutory assessment data in a complete, timely and accurate manner.
- Liaison and Communication:**
- Closely liaise with other phase leaders to ensure effective transition for pupils from one year to another.
 - Liaise with subject leads to ensure effective implementation of the school curriculum in line with subject specific intent.
 - Work with other phase leaders to ensure effective communication across the school.
 - Communicate effectively with parents and carers.
- Pastoral:**
- Foster and develop good relationships with all pupils, staff and parents/carers.
 - Foster and develop an atmosphere of teamwork, shared responsibility, trust and care in line with our school vision and values.
 - Actively encourage and support all staff, providing advice, praise and assistance when needed.
- Safeguarding (Class Teacher & Phase Leader)**
- Understand statutory safeguarding responsibilities for school staff, following school policies and procedures.
 - Be aware of Health and Safety regulations and statutory responsibilities for employees.
 - Be responsible for promoting and safeguarding the welfare of children and young people within the school.
- General (Class Teacher & Phase Leader)**
- Other such duties as may be assigned by the Head Teacher that are commensurate with the grade of the post.
 - This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes

Skills / Experience / Qualifications	<p>Class Teacher</p> <ul style="list-style-type: none"> • Qualified teacher status or recognised equivalent • Commitment to high educational, professional and personal standards • Evidence of continuing and recent professional development relevant to the post • Be flexible with high levels of motivation and a 'can do' attitude • Ability to develop positive relationships, and communicate with children • Develop good personal relationships within a team, including adaptability and flexibility • Ability to communicate with teachers and parents professionally with a clear focus on the best interests of the children • Patience, kindness and a genuine interest in children • Ability to take the initiative and make decisions in the best interests of the school community • Understanding of how to adapt lessons and take the initiative to ensure that the needs of a class are met through personalised support • Empathy and respect for children, parents, staff and their needs • A commitment to the principles and procedures of safeguarding • Have a strong awareness of confidentiality and discretion at all times in the disclosure of information regarding all aspects about the school • Loyal and trustworthy with a commitment to building professional relationships • Self-motivated and able to manage challenging situations • Approachable, committed and resourceful • Ability to remain calm, make considered decisions and seek advice when necessary <p>Phase Leader</p> <ul style="list-style-type: none"> • Experience leading others at a whole school subject level, or within a phase, with demonstrable impact on pupils. • NPQML, NPQSL or equivalent leadership qualification (desirable) or a willingness to undertake such training.
Reporting to	<p>The Head Teacher, members of the senior leadership team (SLT) and the governing body.</p>
Safeguarding	<p><i>We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Cathedral Schools Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.</i></p>

Notes:

The duties outlined in this job description may be modified by The Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

This document does not form part of your contract of employment with the school.

Cathedral Schools Trust recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. We welcome applications from people of all backgrounds, but particularly welcome those from BAME backgrounds, as we recognise that our staff team does not currently reflect the diversity of our student body.



As part of our commitment to equal opportunities, we ask that all applications are made using our application form and are accompanied by an equal opportunities form. The equal opportunities form is anonymous and is not shared with the shortlisting panel.