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**Post: Phase Leader Salary: MPS/UPS +TLR 2a (£2,930.35)**

**JOB DESCRIPTION**

**Line of responsibility:** The Phase leader is directly responsible to the Senior Leadership Team.

**Purpose of Role**

The Phase leader will:

* Deliver high quality teaching and learning in their own classroom and across their phase.
* Be a member of the Middle Leadership Team
* Assist the Senior Leaders in leading and managing the school
* Undertake such duties as are delegated by the Senior Leaders.
* Play a role under the overall direction of the Senior Leaders in formulating, developing and reviewing the school self-evaluation and the aims and objectives of the school, reflecting its Muslim ethos and values by:
* Establishing the policies through which they shall be achieved
* Leading and managing staff and resources to that end
* Monitoring progress towards their achievement.
* Have a full-time teaching commitment.

The Phase Leader will have a range of specific responsibilities:

* Responsible for the day-to-day running and management of a phase.
* Community links - Developing partnerships with parents, local schools, community groups and other providers
* Lead Moderation across the phase.
* Ensure teachers meet all set deadlines
* Complete termly classroom compliance checks
* The phase leader works with their designated Assistant Head to manage behaviour across the phase.
* Supporting the delivery of high-quality teaching and use of resources effectively across the phase.
* Developing staff by offering guidance and support, modelling best practice and sharing up-to-date knowledge of current educational developments

The specific nature and balance of these responsibilities will vary according to the needs of the school and may be shared.

**Class Teacher**

EXPECTATIONS OF ALL TEACHERS

* Uphold and promote the school’s aims and values
* Carry out the duties of a school teacher as set out in the Pay and Conditions Document and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers at Gatton School
* To facilitate and encourage learning which enables pupils to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.
* Uphold the school’s principles and policies which underpin good practice and the raising of standards.
* Work together, as part of a team, to develop areas of provision that impact positively on learning and teaching in the across the school.
* Actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.

**STRATEGIC DIRECTION AND DEVELOPMENT OF THE SCHOOL**

* Assist and support the Senior leaders to consolidate, develop and implement the values and vision of the school in the daily activities and practices.
* Work closely with the senior leaders, staff and governors in developing a broad and balanced curriculum that meets statutory guidelines.
* Work with other staff to promote high standards of teaching and learning, spiritual, moral, social and cultural development and promotion of British Values.
* Work with staff and other phase leaders to ensure continuity from one phase to another.
* Have a good understanding of the needs and identify patterns of underachievement within the phase and over-see interventions and boosters.
* As a Phase Leader lead a team through the school self-evaluation process.
* Lead by example to inspire and motivate pupils, staff, parents and governors in a shared vision and purpose for the school.
* Promote a positive ethos in the school based on high expectations of teaching and learning
* Work with staff, pupils, governors and parents to secure commitment to the vision and direction of the school.
* Contribute to strategic decision making, working with school management to share expertise and insight, and help shape the school’s vision through a Phase action plan.

**TEACHING AND LEARNING**

* Monitor and evaluate the quality of teaching and standards of learning and agree areas for improvement.
* Share and monitor best practice in line with the ‘Gatton Expert Teaching Model’
* Establish and Monitor the teachers’ long term and short term planning and ensure it is appropriately differentiated to meet the needs of the children.
* Curriculum maps indicate there is comprehensive coverage of the curriculum and oversee the use of schemes of work and their delivery, and measure impact on teaching and learning through monitoring.
* Work with other teachers to review the curriculum and make sure there is continuity and progress
* Ensure planning meets the needs of all learners and in line with the curriculum overview for their respective phase.
* Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on pupils’ learning and achievement.
* Develop the phase team and individuals to enhance performance.
* Undertake coaching and mentoring.
* Plan, organise and deliver staff meetings, where necessary bringing in outside speakers.
* Keep abreast of the latest developments in the area and disseminate effectively to other members of staff.
* Support teachers with appropriate strategies in order to meet the needs of all pupils in their phase, including the most able, the disadvantaged, those with SEND, pupils with English as an Additional Language and any other identified vulnerable groups.
* Keep under review the school’s marking, feedback and assessment policies and monitor their implementation.
* Collaborate with staff in school and colleagues from the LA and local schools where needed to carry out moderation of assessments to validate judgement and develop best practice in teaching, learning and assessment.
* Support staff in developing ICT as a tool for teaching and learning.
* Work with the Senior Leadership Team (SLT) in keeping under review the agreed behaviour policy of the school and assist the staff in day to day matters of discipline.

**LEADING AND MANAGING STAFF**

* Provide mentoring support to newly qualified teachers.
* Meet with and report to the designated Assistant Head on a regular basis to ensure the efficient management of their delegated areas.
* Ensure good communication is maintained between staff through structured phase meetings.
* Actively promote constructive working relationships within the school and a pleasant, professional working environment.
* Monitor the quality of teaching and learning within the phase (e.g. through observations, analysing performance data, etc.)

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

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**Phase Leader**

**Pay range:** MPS/UPS+TLR **Responsible to:** The Senior Leadership Team

**PERSON SPECIFICATION**

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|  | **Essential** | **Desirable** |
| **Educational Qualifications and Training** | * Qualified teacher status * A commitment to furthering own professional understanding and expertise | Evidence of additional training relating to National Professional Qualifications |
| **Experience** | * A proven track record as an outstanding teacher * Substantial experience of teaching in a in a multi ethnic primary school * Evidence of success in raising pupil achievement through * improving the quality of teaching and learning * effective use of data to identify and address needs * Evidence of effective delegation to staff and effective follow-up to ensure tasks are completed well | Evidence of successful experience in a leadership and management role  Evidence of successful experience in developing whole school initiatives  Evidence of effective contribution to the school improvement plan  Experience of developing links with parents, school governors, the local community, outside agencies and the LA |
| **Knowledge and Understanding** | * The aims of a Muslim School * The leadership role in spiritual development of pupils and staff * The National Curriculum, Early Years Foundation Stage Curriculum, new government initiatives, national tests, assessment and monitoring procedures and the SEND Code of Practice within your chosen Phase. * Curriculum development and effective pedagogy * Current educational developments and issues with particular reference to KS1 and KS2 * Relevant legislation and guidance in relation to working with and the protection of children and young people. * The equalities agenda and its relevance to a school context including a clear appreciation of the needs of pupils from a variety of social, cultural and religious backgrounds * Staff development processes and techniques, relevant to both teaching and non-teaching staff | Assessment, recording and reporting of pupil progress and achievement including the use of data in the EYFS, KS1 and KS2 |
| **Decision Making and Communication Skills** | * Articulate and share a vision of primary education within the context of the mission of a Muslim school * Communicate effectively orally and in writing with pupils, staff, governors and the wider community * Display a willingness and ability to work using Information and Communication Technology * Sensitively relate to parents, the local community and outside agencies * Negotiate and consult effectively | * Lead workshops, staff meetings and INSET. * Demonstrate coaching and mentoring skills |
| **Self-Management** | * Use staff development processes and techniques, relevant to both teaching and non-teaching staff * Adapt to changing circumstances and new ideas * Prioritise and manage time effectively and cope under pressure * Analyse situations, and prioritise and help to implement realistic solutions |  |
| **Personal attributes** | * Honest and trustworthy with high levels of professional integrity * Sensitive, positive and able to foster good relations * Resilient, flexible and adaptable * Proactive and approachable * A team player with the ability to motivate and inspire staff and by being an excellent role model * Support the Muslim ethos of Gatton school through their personal conduct and professionalism |  |