



Job Description

Job Title:	Phase Leader
Location:	The Rydal Academy
Salary Scale:	Main Pay Range/Upper Pay Range
Reporting to:	Senior Leadership Team
Aims of the Post:	To provide strong leadership focused on securing the highest standards of pupil achievement across the phase group

Main Responsibilities

- ◆ To carry out the duties of a Teacher as set out in the Teacher Job Description
- ◆ To establish good relationships, encourage good working practices and support and lead staff in the phase group
- ◆ To be responsible and accountable for securing the highest standards of pupil achievement across the phase group, through a process of effective monitoring, evaluation and reporting
- ◆ To evaluate assessment data for the phase and discuss outcomes with other Phase Leaders and the Leadership Team.
- ◆ To enthuse, lead, develop and enhance the daily practices of other staff across the phase
- ◆ To be accountable for elements of the day-to-day leadership and management of the phase, within the context of the school's aims and policies
- ◆ To liaise with other Phase Leaders to ensure progression and continuity of provision across the school
- ◆ To support the Leadership Team in the implementation of school improvement focuses, curriculum developments and changes in provision or policy
- ◆ To promote the positive ethos and culture of the school to other staff, governors, parents, children and members of the wider community
- ◆ To comply with, support and promote all school policies and procedures and ensure these are communicated and applied effectively within the phase
- ◆ To ensure effective communications within the phase, including phase meetings, and ensure appropriate records of actions and outcomes are maintained

- ◆ To organise special assemblies, performances, school trips and other events for the phase
- ◆ To ensure learning areas and classrooms within the phase are stimulating and provide a positive and consistent learning environment and that displays are of a high standard
- ◆ To keep up-to-date with current trends and research and to debate these as appropriate
- ◆ To implement Leadership Team directives in order to meet individual pupils' needs, including SEN, Looked After Children and children with English as an Additional Language
- ◆ To exemplify high quality practice in the classroom
- ◆ To organise and/or deliver relevant CPD, INSET training or Phase meetings as required by the Leadership Team
- ◆ To ensure all staff within the phase meet annual deadlines
- ◆ To lead on the consistency of extension activities and remote learning
- ◆ To support in the implementation and management of behaviour and reward systems across the phase
- ◆ To support the Leadership Team in the management of curricular provision including scrutiny and development of curriculum intent, implementation, and impact across the phase
- ◆ To carry out any other duties reasonably requested by the Leadership Team

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. The duties detailed above should not be considered as exhaustive and may vary or be added to from time to time without changing either the level of responsibility or the financial remuneration associated with this post.

We are passionate about safeguarding the welfare of pupils and maximising their life chances. We expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service criminal records check for work with children.



Person Specification

Phase Leader

Key

- E - Expression of Interest
- S - Selection Process including presentation and interview
- C - Certificates
- D - Enhanced Disclosure and Barring Service Criminal Check

	Expression of Interest	Essential/ desirable	Stage identified
1.	Well-presented letter outlining skills, experience, effectiveness and impact	E	E
	Qualifications, Education and Training		
2.	Good honours degree	E	E, C
3.	Qualified Teacher Status for Primary Education	E	E, C
4.	Evidence of recent and continuing professional development relevant to a middle leader role	E	E, S
	Knowledge and Experience		
5.	Clear vision of primary education, including an understanding of how children learn and effective planning and assessment	E	E, S
6.	Demonstrable track record of effective teaching	E	E, S
7.	Clear understanding of the curriculum and the philosophy of the school	E	E, S
8.	A proven record of effectiveness in a responsibility area	E	E, S
	Skills		
9.	High level of interpersonal skills and the ability to work within a team as a leader	E	E, S
10.	Demonstrable ability to initiate, sustain and embed change	E	S
11.	Ability to motivate and develop staff	E	S
12.	Ability to work in partnership with parent/carers and other stakeholders	E	S
	Personal Attributes		
13.	High expectations of pupils and staff	E	S
14.	Positive and inspiring role model	E	S

15.	Commitment to safeguarding pupils and suitability to work with young people	E	E, S, D
16.	Ability to work in ways that promote equality of opportunity, participation, diversity and responsibility	E	E, S
17.	High level of personal effectiveness including good organisational, planning and prioritisation skills and ability to meet deadlines	E	E, S

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments are subject to satisfactory references