



Job Description and Person Specification

Job Title:	Phase Leader with Class Teacher responsibility
Grade:	MPS/UPS + TLR (depending on experience)
Line manager/s:	The Headteacher, members of the Senior Leadership Team (SLT) and the Governing Body
Supervisory responsibility:	The postholder will be responsible for the deployment and supervision of the work of teachers and support staff relevant to their responsibilities

Safeguarding Statement:

The school pays full regard to current DfE guidance Keeping Children Safe in Education. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including volunteers and contractors' staff.

In line with statutory duties, the following will apply:

- we will maintain an up to date single central record detailing the range of checks carried out on our staff and volunteers
- we obtain a DBS Enhanced Disclosure for all new appointments to the school workforce
- we seek confirmation from applicable staff that they are not disqualified from childcare under the Childcare (Disqualification) Regulations 2009. This includes:
 - staff employed in our EYFS
 - staff running our breakfast club provision
 - members of the SLT
- we obtain confirmation of appropriate checks and on-going training for supply staff from their agencies
- where possible, contractors whose staff have DBS checks are used. Where this is not possible, appropriate measures are taken to supervise these workers. Similarly, occasional visitors to the school who do not have DBS certificates are supervised appropriately.

All staff are provided with a copy of Keeping Children Safe in Education and relevant updates; they are asked to sign that they have read and will follow the guidance given. Our school also complies with the current BSCB Safe Practice guidance. Safe working practice helps to ensure that pupils are safe because all staff:

- are responsible for their own actions and behaviour and avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations that may be open to question
- discuss and/or take advice from school management over any incident which could give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender or sexuality;
- are aware of and abide by the school's confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Job Description

As a primary school teacher and phase leader you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the Key Stage and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards across the curriculum. You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time. In addition, for teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.

Main purpose of the job

- Be responsible for the learning and achievement of all pupils in the class/es and key stage, ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Effort demands

- Will contribute to the overall ethos/work/aims of the school
- Will appreciate and support the role of other professionals
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn

- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Identifying effective intervention and mentoring strategies for pupils
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Prepare pupils for internal and external assessments and examinations and participate in arrangements for these.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document.

Whole school organisation and strategy

- Participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits
- Contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes
- Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

Management of staff and resources

- Prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials
- Lead a key stage team of teachers, 1:1 classroom support, teaching assistants, trainee teachers and newly qualified teachers (NQTs)
- Efficiently deploy such resources as are allocated/delegated to you
- Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff
- Be responsible for improving your own teaching and that of other staff, where appropriate, through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.

Environmental demands/working conditions

- Will have long periods of sitting or standing
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours

- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you
- Report all concerns to an appropriate person.

Fluency Duty Copyright

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level.

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly
- Explain difficult concepts simply without hindering the natural smooth flow of language
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Special conditions of service

No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Other

- Have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher
- Be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's Designated Safeguarding Lead or the Headteacher
- Act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/pupil/parent and carers files
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act
- Must be legally entitled to work in the UK.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

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Person Specification

Qualifications

1. Qualified teacher status or recognised equivalent (application form).
2. Evidence of continuous professional development.

Experience

3. Previous teaching across range of primary education.
4. Proven record of success as a consistently good or better teacher.
5. An understanding and demonstration of barriers to learning and how those may be overcome.
6. Experience of managing pupil performance and intervention strategies to raise performance.
7. Experience of safeguarding and additional educational needs.
8. Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level.
9. Experience of implementing, managing and evaluating change in a collaborative way.

Knowledge and skills

The ability to effectively:

10. Create a stimulating and safe learning environment.
11. Establish and maintain a purposeful working atmosphere.
12. Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies.
13. Assess and record the progress of pupils' learning to inform next steps and monitor progress.
14. Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.
15. Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.
16. Encourage children in developing self-esteem and respect for others.
17. Deploy a wide range of effective behaviour management strategies, successfully.
18. Communicate to a range of audiences (verbal, written, using ICT as appropriate).
19. Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.
20. A commitment to building and maintaining effective and positive relationships with parents, carers, governors, the wider community and other schools.
21. Can inspire and influence others, within the school, to believe in the fundamental importance and value of education in young people's lives.
22. Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, governors and parents.
23. The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.

Commitment

Demonstrate a commitment to:

- a. Equalities and the Equality Act 2010
- b. Promoting the school's vision and ethos
- c. High ethical standards
- d. Relating positively to and showing respect for all members of the school and wider community
- e. Ongoing relevant professional self-development
- f. Safeguarding and child protection