

Great Chart Primary School



Phase Leader Job Description

Job Description – Y 5 & 6 Phase Leader Updated:

RESPONSIBLE TO: Head and Deputy and line managed by the SLT

Purpose;

To lead, manage and co-ordinate best practice across (phase), securing high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.

Key responsibilities:

In addition to the duties of a classroom teacher, the role will be as follows:

- Be responsible for leading the development and work (phase) within the school
- To implement the school vision and school strategic plan for (phase)
- Initiate and facilitate phase team meetings
- Member of the SMT and attend SMT meetings
- Be a role model and a strong advocate for change and champion school improvement.
- Convey a positive “can do” attitude, motivate and inspire staff and present a ‘united front’ to secure successful outcomes of school initiatives.
- Establish professional relationships, encourage good working practices and support and lead teachers.
- Plan, organise and chair phase meetings as appropriate in order to ensure school policies and practices are being implemented.

Monitoring Teaching & Learning

- Maintain and develop high standards of learning and achievement within the team
- Initiate and facilitate peer and group marking activity, book scrutiny checks
- Facilitate effective moderation
- Work with senior leaders to monitor the quality of teaching and learning
- Work with senior leaders to scrutinise pupils work in books and in displays termly
- Work with senior leaders to scrutinise the quality of learning environments
- Model exemplary practice to colleagues

Assessment

- Organise and implement KS2 SATs and PESE tests.
- To analyse core assessment data and report findings to senior leaders
- Support all members of the team in making careful, consistent and accurate judgements. Agree consistent strategy for making judgements e.g. reading specific text. Pay particular attention to ‘cusp’ ARE and cusp Greater Depth,

what does the work tell you about which half of the cusp they currently sit?
Support colleagues in making this careful judgement.

- Check numbers of children that fall within age related, above and significantly above, comparing class to class. Are there significant differences in numbers at each level between classes?
- Check total number/percentage of children who are at age related and significantly above age related. Is it typical at this time of year? How does it compare to their achievement at this time last year as a cohort? Compared to last year's cohort at this time?
- Check total number/percentage of children who are at age related and significantly above age related against last terms number/percentage. Is there stability? Is there progress?
- Check the vulnerable/groups of children. How do they compare to the same time last year? Last term? Is the gap closing?
- Check total number/percentage of children who are at age related and significantly above age related against end of year targets. Are the cohort on track?

Transition

- To liaise with the secondary school to monitor and promote effective transition arrangements to ensure continuity and progression for all pupils from KS2 to KS3.

Parental engagement

- Take overall responsibility for the pastoral care of pupils in (phase).
- Provide regular updates for the school website in relation to the year group
- Lead and manage parent partnership and communications.
- Support staff with parents.
- Show parents round the school

Behaviour

- Support staff and the SLT with behaviour issues

Enrichment

- Administrate and co-ordinate enrichment opportunities and special events

Professional Development

- To support the professional development of less experienced colleagues
- Carry out performance management of teachers and support staff
- Mentor and coach colleagues and work alongside those causing concern
- Mentor and coach students
- Attend twilight and after school training events and meetings including collaborative, district and LA meetings

Well being

- Support the well being of members of staff within the phase

Wider Contribution

- Provide and present information to Governors about all aspects of the (phase)
- Volunteer for various activities around the school