



JOHN RANKIN SCHOOLS

Igniting Passion • Empowering Learners • Transforming the Future

Courage • Creativity • Curiosity • Compassion • Composure

PHASE LEADER JOB DESCRIPTION

Job Title: Phase leader

Grade/Salary Range: TLR2

JOB PURPOSE

Be part of the Senior Leadership Team to drive forward improvements, in order to achieve agreed objectives and work towards a shared vision for the schools.

- Model and lead with our core values at the heart utilising our leadership protocols and staff pledge in all interactions across the school.
- To ensure high quality education and better than expected progress for **all** pupils in your designated phase.
- Ensure school policies are implemented in order to secure consistency of teaching and learning, including safeguarding all our pupils.
- To work with colleagues to secure expectations for behaviour within designated phase.
- Lead, manage and develop a creative curriculum.
- Lead, develop and enhance the teaching practice of other colleagues.
- Line-manage a designated number of people within phase team.
- To support the Headteacher and Deputy Headteachers in the day to day leadership of the school and carry out duties as reasonably required.
- To set a high example of standards of professional conduct and of classroom teaching and organisation.

(In addition to the main duties of a class teacher and subject leader, as outlined in the STPC for the current year)

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

To be responsible to the Headteacher as a member of Senior Leadership

MAIN DUTIES AND RESPONSIBILITIES

Shape the future: Lead colleagues to achieve the agreed priorities of the schools

- Demonstrate the school vision, values, ethos and practices of the school through every day work and practice;
- Collaborate to formulate strategic plans to drive forward school improvement by:
 - Engaging in school improvement processes: monitoring; evaluation; review and action planning;
 - Identifying priorities in line with the SDP in your areas of responsibility;
 - Consult with colleagues, pupils, parents and other stakeholders about school improvement



priorities and progress towards these;

- Support all colleagues to achieve the implementation of the plan through regular monitoring, evaluation and dialogue;
- Motivate and work with others to create a shared culture and positive climate, implementing agreed school policies;
- Promote creativity, innovation and the use of technology to achieve high expectations;
- Ensure planning promotes diversity to reflect the local and wider community;
- Ensure the school learning environment reflects the high standards we aspire to

Lead, manage, develop and enhance the practice of other staff:

- Contribute to the performance of colleagues to secure high quality teaching and learning through coaching, mentoring, modelling and collaborative CPD and leading some staff meetings/INSET;
- Lead regular, meaningful phase meetings focused on teaching and learning and improving outcomes
- Model best practice in planning, delivery and assessment whilst also considering workload;
- Hold colleagues to account for pupil progress and achievement; supporting when needed.
- Support the performance management process through performance managing agreed number of team members.
- Ensure full induction of members of staff who are new to the school within your phase.
- Support NQTs and supply teachers within your phase.
- To identify training needs and feed those into whole school professional development plan.
- Work with staff to ensure effective working relationships within classroom teams.

Lead and manage and pupil progress and development:

- In collaboration with phase team, be responsible for the pastoral care of pupils within the phase, promoting self-discipline, high expectations and high standards of behaviour at all times.
- Supporting, leading and implementing the behaviour policy within your phase.
- Support colleagues in developing a rich, relevant cross curricular thematic approach to curriculum planning.
- Moderate children's progress and attainment to secure consistent judgements;
- Analyse progress and standards of attainment by profiling patterns of attainment; provide a termly evaluation of patterns and next steps.
- Support colleagues to map out planned pupil outcomes and strategies to ensure pupils make better than the expected progress;
- Monitor planning to ensure continuity and progression.
- Engage with parents and carers to support their children's learning; support phase teams with parental engagement.
- Ensure all staff are aware of the importance of inclusion and monitor their strategies for promoting this.
- Work with the SENCO to develop termly intervention and support maps for your phase.

Transition:

- Monitor and maintain effective transition systems for pupils transferring between year groups and between phases.



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Professional:

- Promote the vision values and ethos of the school.
- Lead by example to promote high standards of professional conduct and commitment utilising our leadership protocols and principles of our staff pledge.
- Maintain effective communication within school, with parents; governors; other schools; outside agencies.
- Report on overall policy and general standards of performance through weekly meetings and termly reports.
- Develop partnerships with other schools and the wider community and explore opportunities for collaboration.
- Promote tapping into the rich and diverse resources within our local community – both human and physical.
- Maintain a high level of personal expertise by seeking professional development opportunities; disseminate key information to staff.
- Promote regular dialogue and reflection around learning- *what helps learning? What can we do to further enhance learning?*
- To undertake return to work interviews for all TAs within your phase.
- Carry out any other reasonable additional responsibilities as required by Headteacher or Deputy Headteachers.