



Beechwood Primary School

Ambleside Close, Woodley, Berkshire, RG5 4JJ

Tel: (0118) 969 5976 Website: www.beechwoodprimaryschool.com



JOB DESCRIPTION

Lower School Phase Leader

Accountable for managing Year 2 and Year 3, and ensuring the delivery of high quality teaching and learning across the team.

Teaching and Learning

- Exemplary classroom practitioner
- Show an understanding of the school's current systems for recording pupil progress within the phase
- Oversee the use of schemes of work and their delivery, and measure impact on teaching and learning
- Work with other teachers to review the curriculum and make sure there is continuity and progress
- Develop pupil behaviour and discipline policies, where needed, to help build an environment where high standards of learning behaviour are encouraged

Leading and Managing Staff

- Develop the school's approach to assessment within the phase, and lead strategy to improve the quality of teaching and learning
- Take a leading role in inducting new staff and making sure they uphold expected values and teaching standards
- Monitor the quality of teaching and learning within the phase (e.g. through observations, analysing performance data, etc.)

Strategic Development

- Contribute to strategic decision making, working with school management to share expertise and insight, and help shape the school's vision
- Set high expectations for all pupils in the phase, and inspire and motivate staff and pupils to reach and maintain high standards
- Lead staff by setting standards through personal practice, demonstrating different strategies to deliver improved pupil performance
- Provide guidance and support to staff within the phase, working in partnership with parents and the community, keeping them informed and involved in pupils' learning

Professional Development

- Develop own professional knowledge and skills through courses and reading, aligning with school's ethos and current strategic needs
- Attend meetings according to school policy, and lead where required
- Be an effective and proactive member of the school's senior leadership team
- Lead whole school and specific phase assemblies
- Where required, prepare and deliver reports to relevant groups (governors, parents, etc)

Personal and professional conduct

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Safeguarding

To take responsibility to safeguard and promote the welfare of children. This includes:

- Responsibility to provide a safe environment in which children can learn
- To identify children who may be in need of extra help or who are suffering, or are likely to suffer significant harm
- To undertake annual Safeguarding training
- To follow and implement the Trust's Child Protection Policy

Person Specification: KS2 Phase Leader

| | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> • Qualified Teacher status, • A commitment to professional development | <ul style="list-style-type: none"> • Evidence of continued INSET and professional development • Undertaken leadership training |
| Experience | <p>The Lower School Phase leader should have:</p> <ul style="list-style-type: none"> • Experience of teaching the KS1 and KS2 primary curriculum • Proven ability as an excellent Classroom practitioner | <p>In addition, the phase leader might have experience of:</p> <ul style="list-style-type: none"> • Developing the curriculum • Managing teams • Leading whole school improvement |
| Knowledge and understanding | <p>The Phase Leader should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); • adapting teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Statutory National Curriculum requirements at the appropriate key stage; • The monitoring, assessment, recording and reporting of children's progress; | <p>In addition, the Phase Leader might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • Coaching colleagues to achieve positive outcomes for pupils. |

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| | <ul style="list-style-type: none"> • The positive links necessary within school and with all its stakeholders; • Effective teaching and learning styles. • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Good ICT skills, particularly using ICT to support learning | |
| Skills | <p>The phase leader will be able to:</p> <ul style="list-style-type: none"> • Ability to plan effectively for the needs of all learner across the phase • The ability to differentiate well for all learners and adapt plans in the light of misconceptions; • promote the school's aims positively, and use effective strategies to monitor motivation and morale; • develop good personal relationships within a team; • establish and develop close relationships with parents, governors and the community; • communicate effectively (both orally and in writing) to a variety of audiences; • create a happy, challenging and effective learning environment. | <p>In addition, the phase leader might also be able to:</p> <ul style="list-style-type: none"> • Know how children make good progress; • Understand how to accelerate the progress of pupils under achieving; • Be able to use data effectively to plan for the needs of all pupils in the class; • To develop strategies for creating community links; |
| Personal characteristics | <ul style="list-style-type: none"> • Strong, supportive leadership style; • Be willing to listen, take advice and adapt practice; • Be willing to be a life-long learner to improve classroom practice; • Approachable • Committed • Empathetic | |

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| | <ul style="list-style-type: none"><input type="checkbox"/> Enthusiastic<input type="checkbox"/> Organised<input type="checkbox"/> Patient and calm<input type="checkbox"/> Resourceful<input type="checkbox"/> A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school<input type="checkbox"/> High expectations for children's attainment and progress<input type="checkbox"/> Ability to work under pressure and prioritise effectively<input type="checkbox"/> Commitment to maintaining confidentiality at all times<input type="checkbox"/> Commitment to safeguarding and equality | |
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