

SEAX Multi-Academy Trust

PHASE LEADER PRIMARY

Thriftwood School & College Job Description & Person Specification



Job Title:	Phase Leader Primary
Contract:	Leadership Scale 3-7 Permanent, 3 days a week
Responsible to:	Headteacher/Deputy Headteacher
Based at:	Thriftwood School

The SEAX Vision

“The Trust academies, within the community of Essex, will:

Provide outstanding educational experiences for children and young people with special educational needs

Put the well-being and achievement of pupils at the heart of all decision making”

The overriding expectation is that employees and those engaged to work in the Trust will adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, pupils or students, the public in general and all those with whom they work or come into contact within the course of their employment or engagement by the individual academy.

Job Description: Phase Leader Primary

Core Purpose
To be accountable for providing professional leadership and management of the school provision with particular focus on the Primary Phase, that will promote high standards in all areas of the Academy's work, sustaining and developing its 'Outstanding' status.
Key Responsibilities
<ul style="list-style-type: none"> • To ensure that high standards are maintained and to continue to improve the quality of teaching and learning and outcomes for all pupils; • To actively promote the positive ethos and culture of the School and demonstrate excellent classroom practice; • Be an excellent role model in terms of professional conduct; • To ensure the leadership of the school provides a safe and secure environment where equality, safeguarding and the wellbeing of the individual are embedded in all policies and practices; • To demonstrate excellent communication and organisational skills in leading the curriculum and teaching and to support staff in the Phase Group.
As a Phase Leader you will:
<ul style="list-style-type: none"> • Be accountable for the strategic leadership and management of the Primary Phase, including responsibility for objectives within the Academy and School Improvement Plans; • Be accountable for securing the highest standards of achievement across the Primary Phase, through a process of effective monitoring, evaluation, reporting and review of learning, progress and pupil outcomes; • Analyse and make effective use of relevant assessment information to set targets for improvement across the Primary Phase; • Keep up to date with current trends, initiatives and research; • Liaise regularly with other members of the School Leadership Team and other Phase Leaders to ensure progression and continuity, reporting outcomes of Phase Meetings; • Prepare reports, evaluation of strategies and data analysis for School Leadership Team and Local Academy Committee as required;

(Continued...)

- Ensure the long-term Curriculum Map for the Phase is broad and balanced, with subject areas that will excite pupils and which are relevant to their learning needs. This includes organisation of: curriculum summaries, observation, work scrutiny, reports, organisation of assemblies, performances, curriculum activities, trips etc;
- Support staff in managing pupil behaviours and liaison with parents;
- Organise and deploy staff, including absence and cover arrangements, timetabling to ensure efficient use of time, staff and resources;
- Support the Cover Supervisor with curriculum materials and long term plans when providing cover within the Primary Phase;
- Work with other members of the School Leadership Team to develop and contribute to the CPD Programme;
- Provide 'on call' responses to deal with staff/pupil/parent issues;
- To carry out the duties of a class teacher, as set out in the class teacher job description, meeting the Teacher Standards;
- To lead a whole school curriculum area as defined on a yearly basis;
- Identify pupils needing additional support within the department. Liaise with the Cover Supervisor / Invention Coordinator to organise, plan and monitor interventions.
- To effectively support the transition of students into and on from the Primary Phase of the School;
- When required, to visit prospective students in their current provision to provide an opinion on suitability of Thriftwood to meet their needs as defined in their Education Health Care Plan;
- To set an example of personal integrity and a highly professional attitude to work, assisting all staff to maintain positive attitudes and excellent teamwork;
- Demonstrate personal resilience and perseverance in the face of challenging circumstances;
- Undertake pupil supervision duties including at lunchtime, break-time and early morning transport;
- Undertake such duties at the discretion of the Headteacher as may be reasonably required by the changing needs of the school.

The above duties are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

General

- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- To ensure that all duties and services provided are in accordance with the SEAX Trust's Single Equality Policy

The SEAX Trust and Local Academy Committee are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

Person Specification: Phase Leader Primary

KNOWLEDGE & QUALIFICATIONS

Essential

- Qualified Teacher Status.
- Degree or equivalent.
- An extensive knowledge of differentiation for learners with special educational needs.

Desirable

- Evidence of further study.
- Knowledge and experience of specialist programmes and approaches for children/young people with Special Educational Needs (SEN) e.g. TEACCH, PECS.

PROFESSIONAL SKILLS & EXPERIENCE

Essential

- Successful experience of teaching learners with special educational needs.
- A strong record of accomplishment of working with parents/cares.
- A proven ability to work with a wide range of professionals.
- A record of accomplishment of delivering outstanding lessons.
- The ability to maintain a work/life balance and awareness of own wellbeing.
- An understanding of how to use data effectively to track and monitor progress and show impact of actions.
- The ability and presence to communicate effectively in a range of situations.

Desirable

- Leading role in the development and implementation of school improvement strategies.
- Ability to work autonomously and make effective, appropriate decisions.

PERSONAL SKILLS, QUALITIES & ATTRIBUTES

Essential

- Passionate about the education of pupils who have SEN.
- Confidence and excellent interpersonal skills.
- A sense of humour and perspective.
- Excellent attendance and punctuality.
- Enthusiasm, stamina, energy and drive.
- Flexible and approachable.

- Committed to promoting equal opportunities.
- The ability to be reflective and self-critical.
- Strong organisation and time management skills.
- The ability to work as part of a team.

Desirable

- The ability to enthuse and inspire others.
- Approachable, able to develop and maintain positive, professional relationships with others.
- High expectations of self, other staff and learners.
- Commitment to the broader life of the school.
- Good I.T. skills.