

## Upper School Phase Lead Job Description

**Job Title:** Upper School Phase Lead (Years 4-6)

**Hours of Work:** Full Time

**Working Days:** 5 days per week.

**Responsible to:** Deputy Headteacher/Headteacher.

**Grade:** MPS/UPS + TLR

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| <p>Job Purpose</p>                     | <ul style="list-style-type: none"> <li>To support the Head teacher and Deputy Head in providing leadership and management of the highest professional standard for the whole school.</li> <li>To uphold the ethos, aims and values of the school, its policies and codes of practice at all times and in all circumstances</li> <li>To work within the leadership group promoting high quality, optimum standards and high achievement in all areas in your phase</li> <li>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for all learners in your care.</li> <li>To facilitate and encourage learning experiences which provide learners with the opportunity to achieve their potential and to contribute to raising standards of their attainment.</li> <li>To carry out the professional duties of a teacher.</li> </ul>  |
| <p>Key Duties and Responsibilities</p> | <p><b>GENERAL</b></p> <ul style="list-style-type: none"> <li>Support the policies, values and vision of St Mary's School and actively promote high levels of achievement.</li> <li>Formulate and implement the aims and objectives of the Upper School.</li> <li>Seek and implement areas for school improvement and the development of staff with regard to the Upper School</li> <li>Evaluate the effectiveness of the provision in the Upper School in close collaboration with the School Leadership Team</li> </ul> <p><b>TEACHING AND DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Lead the Upper School team in the planning and delivery of a creative and stimulating curriculum.</li> <li>Ensure the curriculum supports a range of learning styles and develops children's independence.</li> <li>Take responsibility for high quality teaching provision throughout the Upper School stage.</li> <li>Ensure curricular policy development is focused on continuous improvement.</li> <li>Ensure all the Upper School pupils are able to learn and achieve to the best of their abilities to 'shine as lights in the world'</li> <li>Ensure the requirements for the Upper School stage, including the arrangement of assessment, are met.</li> <li>Monitor the progress of pupils and report evaluated data to the Headteacher.</li> </ul> |

- Work in partnership with the leadership team to monitor the success of the teaching of the curriculum and manage areas for improvement.
- Organise opportunities for pupils in the Upper School stage which are appropriate to the curriculum.
- Share and model outstanding practice.
- Work with the senior leadership team to ensure the successful implementation of school policies and procedures.

#### LEADERSHIP AND MANAGEMENT

- Establish and maintain positive working relationships with all members of staff.
- Provide support and guidance for members of the Upper School team.
- Lead the Upper School training and development activities and evaluate the outcomes.
- Organise and manage the day-to-day running of Upper School teaching, including efficient use of teaching resources.
- Plan and lead Upper School meetings and supervision to ensure effective communication with staff.
- Support the senior leadership team in the performance management of staff in the Upper School department.
- Review and evaluate Upper School policies and procedures, supported by the Senior Leadership Team.
- Support the induction process for new members of staff.
- Lead the school through external accreditations.
- Motivate colleagues and pupils alike, by creating a supportive, challenging and positive environment.
- Manage own professional development by attending training opportunities such as in-service training.
- Keep up-to-date with current thinking and progression in Upper School.

#### COMMUNICATION

- Develop and maintain effective relationships with parents, colleagues, the governing body and the local community.
- Develop and maintain links within the local liaison groups, the ODBST and external agencies.
- Actively communicate with the local community for opportunities to extend the curriculum and enhance teaching and learning in Upper School.
- Ensure parents are well-informed about the curriculum as well as their child's progress and targets.
- Provide necessary information to the governing body to ensure it meets its responsibilities.
- Communicate any local and national changes to members of Upper School staff.
- Liaise with other colleagues to ensure a smooth transition for all pupils into and from Upper School.

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|  | <p><b>ADDITIONAL DUTIES</b></p> <ul style="list-style-type: none"> <li>• Promote and safeguard the welfare of all pupils.</li> <li>• Ensure a high standard of care for pupils is consistently maintained.</li> <li>• Act as a role model for members of staff and pupils.</li> <li>• Plus any other ad hoc duties requested by the SLT</li> </ul> |
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| <b>Signature of Role Holder</b> |  |
| <b>Name</b>                     |  |
| <b>Date</b>                     |  |

## Upper School Phase Leader Person Specification

You should use this Person Specification as a guide for aspects to be covered in your application after reading the Job Description.

| Phase Leader  | Essential | Desirable |
|---|-----------|-----------|
| <b>Educational Qualifications Candidates should have:</b>   |           |           |
| Qualified Teacher Status  | E         |           |
| A commitment to continuous professional development and a willingness to attend training sessions as required.                        |           | D         |
| <b>Experience Candidates should have:</b>   |           |           |
| Evidence of successful experience in a primary school   | E         |           |
| Knowledge of the teaching framework and its implications for classroom practice and leadership;                                       | E         |           |
| Ability to recognise high quality teaching and learning and model this for others;  | E         |           |
| Know how to plan opportunities for learning through continuous provision;   | E         |           |
| Experience of monitoring and recording pupils' academic development;  | E         |           |
| Experience of assessing pupils within the Primary School setting;   | E         |           |
| Ability to interpret and analyse attainment data to identify learning needs and set targets;  | E         |           |
| Experience of organising and conducting transition arrangements to/from/ within the settings;   | E         |           |
| Experience of managing other professionals within a school setting  | E         |           |
| Producing and delivering reports to governors;  |           | D         |
| Experience of policy development;   |           | D         |
| Experience of writing and evaluating an action plan:  |           | D         |
| Evidence of leading on an area of school improvement/subject leadership with proven impact;   |           | D         |
| Have contributed to the Upper School section of the SDP   |           | D         |
| Experience of supporting pupils with a range of special educational needs   | E         |           |
| <b>Job Related Knowledge, Aptitude and Skills Candidates should have:</b>   |           |           |
| Have completed training for Moderation and have experience of participating in moderation either with the LA or across other schools. | E         |           |
| A thorough knowledge of the current curriculum practice for the Upper School  |           | D         |
| The ability to have effective interpersonal and communication skills with colleagues, pupils and parent                               | E         |           |
| Evidence of a high level of personal motivation and enthusiasm  | E         |           |
| A positive attitude to personal and professional development  | E         |           |
| The ability to work with other staff, including support staff, when planning and delivering the curriculum                            | E         |           |

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| The ability to work with parents, carers and other members of the school community                | E |  |
| The ability to establish effective working relationships with all members of the school community | E |  |
| Able to use own initiative and meet deadlines   | E |  |
| Be innovative and have a clear vision for the Upper School phase.                                 | E |  |
| An understanding of, and a commitment to, high quality, inclusive education                       | E |  |
| <b>Personal and Professional Qualities Candidates should have:</b>                                |   |  |
| The potential for creative and innovative educational leadership and                              | E |  |
| The capacity to project and sustain a positive attitude and approach                              | E |  |
| The capacity to be flexible in working practices  | E |  |
| The ability to use initiative when problem solving  | E |  |
| The ability to work independently and as part of a team   | E |  |
| The ability to manage, organise and motivate staff with diplomacy, sensitivity and good humour    | E |  |
| A commitment to personal and professional development   | E |  |
| An enthusiasm and energy for teaching   | E |  |
| A passion for supporting all children to achieve their potential                                  | E |  |
| Commitment to school life beyond the classroom  | E |  |
| <b>Equal Opportunities Candidates should have:</b>  |   |  |
| A commitment to equal opportunities policy and practice   | E |  |
| The ability to demonstrate that they have actively fostered equal opportunities in their own work | E |  |

**Specification Criteria:**

**E – Essential**

**D – Desirable**

This is an exciting and unique opportunity to help shape school community alongside the successful candidate's own professional development