

## Phase Leader – (PHASE)

The Phase Leader plays a crucial role in fostering a positive and dynamic learning environment, ensuring the delivery of exceptional educational experiences for pupils within their phase. This role involves working collaboratively with the Principal, Vice Principal, and Assistant Principals as part of the Extended Leadership Team, contributing to the overall leadership and management of the academy.

The Phase Leader will champion the academy's core values, drive continuous improvement, and empower both staff and students to excel. They will also undertake the standard duties of a Class Teacher.

### Core Purpose

- **To ensure the highest quality of education** for all pupils within the phase, promoting their academic, personal, and social development.
- **To provide inspirational leadership and effective management**, fostering a collaborative and high-performing team.
- **To contribute to the strategic direction** of the academy, aligning phase objectives with the overall academy vision.
- **To create a supportive and inclusive environment** where all pupils can thrive and reach their full potential.
- **To promote and model the highest standards** of professional conduct and practice.

### Key Areas of Responsibility

#### 1. Strategic Direction

- Contribute to the strategic vision for the academy and its community, supporting the Senior Leadership Team (SLT) in its development and implementation.
- Communicate the academy's vision, objectives, and values effectively to all members of the academy community.
- Support the delivery of the academy's aims by providing guidance and support to staff within the phase.
- Ensure parents/carers are well-informed about the academy curriculum, targets, and pupil progress, and actively engage them in the process of improvement.
- Enable the voices of parents/carers and pupils to be heard and considered in the academy's strategic direction and development.

- Ensure the smooth and efficient running of the phase by assisting with organisational and administrative tasks.
- Promote consistency and best practice across all classes and year groups within the phase.
- Oversee the organisation of academy trips and visits within the phase, including residential opportunities, ensuring compliance with academy policies and procedures.

## **2. Leading and Managing Staff and Professional Development**

- Lead, motivate, support, challenge, and develop all staff within the phase, working collaboratively with the SLT to secure continuous improvement.
- Take responsibility for personal professional development and demonstrate a commitment to ongoing learning.
- Actively participate in the academy's professional development program and lead and promote professional development initiatives within the phase.
- Collaborate with central LAT staff and colleagues from other LAT academies to share best practice and drive improvement.
- Evaluate personal performance through self-evaluation, reflection, and learning from the effective practice of others.
- Engage actively and lead in the Performance Management Review process.
- Coordinate staff to ensure the effective organisation of academy events, such as productions, curriculum events, and sports days.
- Work collaboratively with the SLT and Extended Leadership Team (ELT) to ensure the effective planning and delivery of all statutory assessments.
- Deploy staff and resources efficiently and effectively within the phase to meet specific objectives, in line with the academy's plan and financial context.
- Lead phase meetings, ensuring clear communication and accurate record-keeping of agreed actions.

## **3. Professional Values and Practice**

- Support the academy's commitment to providing and monitoring opportunities for the personal and academic growth of all students.
- Serve as a role model through personal and professional conduct, demonstrating the highest standards of integrity, loyalty, discretion, and professionalism.
- Publicly support the decisions of the ELT, SLT, and Governing Body.
- Work collaboratively as a member of designated teams, contributing positively to effective working relationships and communication within the academy.
- Safeguard the health, safety, and well-being of all students, both on the academy premises and during academy activities.
- Contribute to the effective overall running of the academy.
- Demonstrate the ability to make sound and informed decisions, even under pressure.
- Promote staff well-being and a positive work environment.
- Prioritise the safeguarding of students and uphold the duty of care.

## Person Specification – Phase Leader

This section outlines the essential and desirable attributes expected for the role of Phase Leader.

### Qualifications and Training

#### Essential:

- O' Level/GCSE A-C pass grade/new grade Level 4 – 9 in English, Mathematics and Science.
- Bachelor's degree in any subject (ideally, 2:2 or better)
- DfE recognised Qualified Teacher Status.

#### Desirable:

- QTS for a minimum of 3 years
- Evidence of recent and relevant professional development.

### Experience

#### Essential:

- Successful and substantial teaching experience across the relevant key phase.
- Proven ability to analyse data, identify areas for improvement, and implement effective strategies.
- Experience of contributing to academy-wide initiatives and developments.

#### Desirable:

- Experience of leading a phase or year group.
- Experience of curriculum development and implementation.
- Experience of working with external agencies and partners.
- Experience of leading on a specific area of whole-school improvement.

### Knowledge and Understanding

#### Essential:

- Up-to-date knowledge of the curriculum, including the Early Years Foundation Stage profile, the National Curriculum, and relevant elements of the IB Primary Years Programme (where applicable).
- Sound understanding of assessment, recording, and reporting procedures, including relevant examinations and statutory assessments.

- Knowledge of effective teaching and learning pedagogy.
- Understanding of the principles and practices of effective performance management and staff development.
- Knowledge of academy systems, processes, and procedures.
- Understanding of current educational practice and pedagogy.
- Up-to-date knowledge of safeguarding procedures and best practice.
- Understanding of strategies for promoting parental involvement in pupils' learning.
- Sound understanding of the ethos and values that underpin a fully inclusive academy.
- A clear understanding of the principles of inclusion and how to ensure all pupils have access to a high-quality education.

**Desirable:**

- Knowledge of Leigh Academies Trust's strategic priorities and initiatives.
- Understanding of the latest educational research and best practice.
- Knowledge of relevant legislation and guidance related to education, including SEND, equality, and safeguarding.

## Skills and Abilities

**Essential:**

- Excellent leadership and management skills, with the ability to motivate, inspire, and develop others.
- Strong communication and interpersonal skills, with the ability to build positive relationships with staff, pupils, parents/carers, and other stakeholders.
- Effective organisational and time-management skills, with the ability to prioritise tasks, meet deadlines, and manage workload.
- Ability to analyse data, identify trends, and use information to inform decision-making and improve outcomes.
- Strong problem-solving skills, with the ability to identify and address challenges effectively.
- Ability to work collaboratively as part of a team and contribute to a positive and supportive working environment.
- Commitment to the academy's ethos, values, and strategic direction.
- Proficiency in the use of ICT to support teaching, learning, and administration.

**Desirable:**

- Ability to think strategically and develop innovative solutions.
- Ability to manage change effectively.
- Ability to present information clearly and persuasively.
- A commitment to continuous professional development and a willingness to embrace new ideas and approaches.

## Personal Qualities and Attributes

The Phase Leader should be **passionate about education** and committed to improving the lives of young people. They should have **high expectations for themselves and others**, with a **positive and enthusiastic** approach.

**Resilience, determination**, and the ability to **remain calm under pressure** are essential, as is a commitment to equality, diversity, and inclusion. A **strong work ethic**, a **commitment to excellence**, and a **sense of humour** are also important attributes for this role. The Phase Leader should also be able to build **strong relationships** with staff, pupils, parents/carers and the wider community, and to communicate effectively with a range of audiences. They should be able to **lead by example, demonstrating integrity, professionalism**, and a **commitment to the highest standards** of conduct.

## Safeguarding of Students and Duty of Care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document](#) ([Department of Education](#)).

## Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

