JOB DESCRIPTION AND PERSON SPECIFICATION

KS2 Phase Leader

Ramsey Spinning Infant and Junior Schools

Grade:	Main/ Upper Pay Scale + TLR2
Responsible to:	Executive Principal
Direct Reports:	Senior leaders, teaching staff, support staff
Indirect Reports:	Academy Trust
Job Description Issue Date:	September 2026
Postholder Name:	
Postholder Signature and Date:	

Purpose of the Role

The Phase Lead is responsible for the quality of provision, progress of pupils and standards of achievement within their team, sharing the core purpose of the school to ensure the wellbeing of each child and to raise standards of achievement in every area of our work.

General Responsibilities

- Be familiar with and support the Trust's Vision, Values and Goals;
- Be aware of and comply with relevant policies and procedures, including those relating to safeguarding, health and safety, confidentiality and data protection;
- Embrace and celebrate diversity, ensuring equal opportunities for all;
- Contribute to the overall aims of the Trust;
- Behave in a professional manner at all times demonstrating mutual respect, good manners, politeness and common courtesies for all members of our community. We expect employees to behave in a manner that role models positive behaviours for our students;
- Ensure own continuous professional development, seeking active opportunities for innovative and effective practice; and
- Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.
- To carry out the duties of a class teacher as set out in the 'School teachers' Pay and Conditions Document'.
- To continue to meet the required standards for Qualified Teacher Status

Specific Responsibilities

All teachers work within the statutory conditions of employment set out in the current School Teachers' Pay and Conditions Document. The duties listed below are not, therefore, an exhaustive list of what is required. They are the additional duties of a teacher in receipt of a teaching and learning responsibility payment (level 2).

KEY PURPOSE

- Teach a class of children and ensure planning, preparation, recording, assessment and reporting meet their varying learning and social needs.
- To support, hold accountable, develop and lead the phase team in order to secure high quality teaching, the effective use of resources, and high standards of learning and achievement for all children.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- To be a member of the School Leadership Team and make a significant contribution to the strategic development and direction of the school.

MAIN ACTIVITIES

- Implement agreed school policies and guidelines.
- Support initiatives decided by the Principal and the Senior Leadership Team.
- Plan appropriately to meet the needs of all children, through adaptation of tasks, having the highest expectation of every child and believing that every learner has unlimited potential for development.
- Plan and deliver the curriculum within the framework of present school policies and procedures.
- Set clear targets, based on prior attainment, for children's learning.
- Plan and resource a classroom which will encourage the development of all aspects of children's learning.
- In particular, to encourage children's independent use of resources and involvement in their learning.
- Provide a stimulating classroom environment, where resources can be accessed appropriately by all children.
- Monitor children's progress, keep records and evaluate children's achievements.
- Set children high standards in the content and presentation of their work.
- Establish and maintain good relationships with colleagues, working as part of a team in all aspects of school development.
- Maintain good order and discipline amongst all children, in accordance with the school's positive behaviour policy.
- Work in partnership with parents and carers in providing a quality education experience for all children and report to parents on the development, progress and attainment of their children.
- Participate in meetings which relate to the school's management, curriculum, administration or organisation.
- Communicate and cooperate with outside agencies.
- Lead, organise and direct support staff within the classroom.
- Lead a core curriculum area or aspect (see additional responsibilities below)
- Participate in the performance management system for the appraisal of their own performance and that of other teachers

Strategic Direction and Development of phase (with the support of, and under the direction of, the Principal and senior management team)

- Help develop a highly effective team through effective systems.
- Maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for children.
- Lead by example, provide inspiration and motivation to the phase team.
- Ensure all teaching staff and non- teaching staff are committed to the school's aims, and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of all children.
- Oversee and ensure all staff in the phase are working in accordance with safeguarding legislation and that staff remain vigilant at all times.
- Support the SLT in the monitoring of the quality of teaching and learning and children's achievement, including the analysis of performance data
- Monitor and review assessment data from class teachers within the phase before submission deadlines to SLT
- Be responsible for behaviour management throughout the phase

- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Relationship with Parents/Carer and the Wider Community

- Ensure parents are well-informed about their child's attainment and progress.
- Develop an effective partnership with parents/carers and help them to understand how they can support their child's learning and personal development.
- Involve parents/carers in the learning process through workshops and events.

Managing and Developing Staff

- Ensure a professional attitude is maintained by all staff in the team.
- Support the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate.
- Mentor trainees and newly qualified teachers and support the induction of any new staff.
- Lead phase meetings, keeping minutes of agreed actions
- Promote staff wellbeing

Managing Resources

- Manage, monitor and review the range, quality and quantity of all available resources in order to improve achievements, ensure efficiency and secure value for money.

OTHER DUTIES

In addition, to undertake such duties of a similar nature, as may be reasonably directed by the Executive Principal from time to time.

NOTE:
The duties and responsibilities of the subject element of the post may vary from time to time according to the changing needs of the Academy. The leadership section of the job description may be reviewed at the discretion of the Executive Principal in the light of those changing requirements and in consultation with the post holder and Local Governing Body.

Key Performance indicators

- Safeguarding is effective
- Children's outcomes are strong and improving
- The overall quality of educational provision in the phase is good or outstanding
- The curriculum is ambitious and ensures that pupils are well-prepared; pupils love learning and attendance is improving rapidly
- Effective leadership ensures that structures and processes have a positive impact on pupils' outcomes
- Children, parents and staff voice is positive
- Engagement with the wider family of TEFAT academies is positive
- Inclusion is at the heart of the schools values, culture and practice

Key Relationships (Internal and External)

- Executive Principal
- Federation Senior Leadership Team (SLT)
- Federation Finance Manager
- Federation Administration Team
- School based teaching and support staff colleagues
- TEFAT members, other schools and further education establishments
- Any other stakeholders
- Parents and carers / guardians

Notes

- This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of TEFAT. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed;
- The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment; and
- Recruitment and induction practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Barred list and enhanced Disclosure and Barring Service (DBS) check.

Person Specification -Phase Leader

	Essential	Desirable
Education and Qualifications		
Qualified Primary Teacher Status	X	
Experience of working within KS2	X	
Evidence of any leadership CPD / Qualifications		X
Knowledge and Experience		
A record of excellent classroom practice	X	
Involvement in the implementation of a school improvement initiative	X	
Experience of effective involvement of parents in their children's education	X	
Curriculum leadership and management	X	
Involvement in monitoring the quality of teaching and learning		X
Leading and delivering CPD		X
Professional Skills		
Excellent interpersonal and communication skills	X	
Ability to secure high standards of pupil achievement and behaviour	X	
Ability to provide a broad, balanced, enquiry based curriculum	X	
Experience of support and mentoring colleagues to improve teaching and learning	X	
Able to inspire, lead and motivate children and staff in the pursuit of excellence	X	
Ability to analyse, understand and interpret performance data	X	
Good interpersonal skills, including an appreciation of the importance of confidentiality and the ability to listen to and respond sensitively to both adults and children	X	
Evidence of managing staff performance		X
Personal Qualities		
An outstanding passion and drive for raising standards of teaching and learning	X	
Adaptable, flexible and able to seek advice and support	X	
Approachable, caring and empathetic	X	
Enthusiastic, positive, creative and proactive	X	
Organised, self motivated, able to prioritise and meet deadlines	X	
Evidence of continual professional and personal development		X
Health and attendance		

Excellent attendance and health record	X	