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| **JOB DESCRIPTION FOR UPS3 SENIOR LEADER** | | | | **Updated 11.4.2019** |
| **Job Title** | | Senior Leader (UPS3) | **Leadership Scale** | UPS 3 |
| **Responsible to** | | Headteacher, Deputy & Assistant Headteachers | **Responsible for** | Phase Group teachers and Teaching Assistants |
| **Core Purpose** | **The essential quality of an effective school leader is to provide all teachers with an example which demonstrates the commitment required to achieve excellence and school improvement**.   * Manage professional development and review. * Organise, implement and oversee the school curriculum. * Liaise with the local community, the home and other agencies. * Lead, challenge and improve standards of teaching and learning. * Organise and manage day to day procedures to enable the smooth running of the Phase Group   The salary is reviewed annually and determined according to the School Teachers’ Pay and Conditions Document. The duties are in accordance with this document. | | | |
| **Job summary** | * To lead, evaluate and challenge teaching and learning within assigned Phase Group and to liaise with other members of the Senior Leadership Team where necessary, to ensure continuity and progression in standards and provision throughout the curriculum. * To contribute fully to the strategic review, evaluation and implementation of key organisational, curricular and personnel issues as a supportive, well-motivated and challenging member of the SLT, accountable to the Governing Board * To be responsible for overseeing the management of pupil wellbeing & behaviour within the Phase Group, in line with the school’s expected standards of behaviour for **all c**hildren,   The main areas of responsibility and the assigned duties are specified below. This is a senior post within the Senior Leadership Team. The post holder will work with the DHT & AHT to ensure the smooth running of the assigned Phase Group, and the school, and contribute to initiatives to improve/develop the school’s response to Government legislation and Children’s Services guidelines. | | | |
| **1.0 Teaching & Learning** | 1. To lead by example as a teacher and as a manager, achieving consistently high standards of pupil attainment, progress, behaviour and motivation through consistently good professional practice with evidence of outstanding practice too 2. To lead changes in Teaching and Learning across the school and to take a lead role with curricular developments in line with the New Curriculum. 3. To lead by example in embedding high expectations for staff and pupils within the assigned Phase Group 4. To lead by example in embedding consistency in Quality First Teaching & excellent pupil outcomes within the assigned Phase Group 5. To work alongside the KS1/2 leader in monitoring the quality of teaching and learning within the assigned Phase Group in line with the school policy. This may include lesson observations, monitoring of short and medium term planning and scrutiny of pupils’ work. 6. To work alongside the KS1/2 leader in establishing clear targets for improving pupils’ achievement and sustaining Quality First Teaching within the assigned Phase Group in accordance with agreed policies and guidelines. 7. To work alongside the KS1/2 leader in ensuring Phase Group planning is effectively carried out and ensuring pupils’ individual needs are being met. 8. To work alongside the KS1/2 leader in reviewing long term planning to ensure coverage, progression and a range of learning experiences within the assigned Phase Group and across the Key Stage. 9. To support subject leaders in the development and implementation of curricular initiatives 10. To work with the D(D)SL & KS1/2 leader in ensuring effective pastoral care for all pupils within the assigned Phase Group 11. To work alongside the KS1/2 leader in monitoring and supporting standards of pupil behaviour and wellbeing within the assigned Phase Group 12. To liaise with the KS 1/2 leader in monitoring and promoting effective transition arrangements to ensure continuity and progression for all pupils entering, within and leaving the assigned Phase Group 13. In conjunction with the Educational Visits Co-ordinator, to co-ordinate and oversee the organisation of educational visits within the assigned Phase Group. | | | |

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| **Assessment** | 1. To work alongside the KS1/2 leader in setting & tracking challenging expectations & targets for raising achievement within the assigned Phase Group and be able to feedback to the Head teacher and other stakeholder groups 2. To work alongside the KS1/2 leader in progressively closing any attainment or progress gap between assigned Phase Group and national averages 3. To work alongside the KS1/2 leader in refining and embedding a consistent whole-school approach to the school’s Assessment for Learning processes and Assessment of Learning systems within the core subjects |
| **Leadership & Management** | 1. To support the Head Teacher in providing a clear vision and direction for the development of the school. 2. To take a lead role in specific project(s) to be decided with the Head teacher. 3. To contribute to Senior Leadership Team decisions on all aspects of policy development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's improvement & development plans. 4. To assume responsibility for the management of the school, with other senior leaders, in the absence of the Head Teacher, DHT & AHT. 5. To take a proactive and collegial role within Senior Leadership Team meetings and report back professionally & collegially to staff when necessary, demonstrating effective corporate responsibility & accountability. 6. To be a strong and supportive advocate for change and champion school improvement. 7. To convey a positive “can do” attitude, motivate and inspire staff and present a ‘united front’ to secure successful outcomes of school initiatives. 8. To establish good, professional relationships and encourage and model good working practices 9. To effectively support, challenge and lead teachers and support staff 10. To work alongside the KS1/2 leader in effectively supporting & challenging the performance and appraisal of teachers and support staff 11. To collaborate with the SENCO(s) & teachers on the effective & flexible deployment of support staff |
| **Standards & Quality Assurance** | 1. To take a visible and proactive role in supporting the aims and ethos of the school. 2. To take a lead in ensuring high quality impact & outcomes from team meetings and staff meetings 3. To take a proactive role in leading/coordinating/supporting staff training & CPD within the assigned Phase Group 4. To take a lead in all planning and preparation for open/parent evenings within the assigned Phase Group 5. To take a proactive role in engaging with the Governors, when appropriate and/or required, to facilitate their overview of school leadership and management. 6. To take a lead in upholding the school's behaviour code, attendance/punctuality expectations & uniform regulations within the assigned Phase Group 7. To take a lead in developing links with Governors, the LA and neighbouring schools and networks |
| **People & Relationships** | 1. To manage and develop effective & professional working relationships with all staff in the school. 2. To sustain positive relationships with pupils, parents and governors and the local community. 3. To model and encourage SMSC development and civic and social responsibility amongst pupils. 4. To promote and manage innovation and change. 5. To lead by example in working collaboratively and professionally |
| **Resources development & deployment** | 1. To lead, when required, the professional development of staff through example, coaching, peer support and target setting. 2. To contribute to the audit of staff development and training needs and the provision of effective INSET. 3. To ensure support and training during the induction of new staff and trainee teachers within the assigned Phase Group 4. To support the establishment of priorities for expenditure across the whole school and within departments. 5. To ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social and cultural development within the assigned Phase Group 6. To lead by example in managing the resources for a specific subject area or a whole school aspect (to be agreed) and ensuring best value and high quality outcomes |