



Abertillery Learning Community

Phase Lead

Job Description & Person Specification

KEY RESPONSIBILITIES

To be accountable to the Governing Body and Headteacher for:

- The learning, teaching, progress and outcomes of the learners at the Learning Community
- Promoting and embedding the vision and principles of the Learning Community
- Take the strategic lead across the Learning Community for curriculum, standards and Teaching and Learning

To contribute (with other members of the Learning Community's Leadership Team SLT) to:

- The securing of high quality aspirations, self-belief, outcomes, learning and progress for all learners of the Learning Community
- The establishment of the Learning Community as a centre of excellence and innovation in education
- A rich partnership with families and community to build a learning community that strives for personal growth
- The development of strategies for school readiness in the early years foundation phase and positive transition into both primary, Learning Community and post 16 education for learners and parents
- The vision and strategic direction of the Learning Community
- The evaluation of outcomes and practice and consequent planning for improvement, for the Learning Community and its contribution to the whole Learning Community
- The efficient and effective use of resources on the Learning Community
- The promotion of the Learning Community and developing strong productive relationships with a wide range of stakeholders

To be responsible for the following priorities on the Learning Community:

- That very high expectations of learner achievement are established throughout the campus and secured
- The quality of teaching and learning in all year groups is secure and improving to outstanding
- The curriculum for learning across the Learning Community phase is aligned with Learning Community and Welsh Government priorities
- That agreed clear lines of accountability work in practice to secure outcomes for all learners
- That all learners make optimal progress even when there are barriers to learning, through excellent systems and provision for all

- Rigorous use of data about learner progress and outcomes to optimise learning for all and to drive up standards of teaching and learning;
- The establishment and maintenance of an ethos and relationships in which learners and staff develop their emotional literacy to create an emotionally healthy environment in line with the Learning Community's policies and strategic direction;
- Coaching, mentoring and motivating staff to build a culture of high commitment, standards and drive for success;
- Rigorous and effective implementation of systems of quality assurance, appraisal and effective professional development of teachers;
- The direct line management of senior staff working on the campus and delegating line management arrangements appropriately and fairly;
- Building a learning community across the all through provision and within the Learning Community Phase, modelling and promoting a self-critical reflective approach;
- Open, searching professional self-evaluation of the Learning Community Phase and supported evaluation with the SLT team and any relevant external groups;
- Co-operating with, and ensuring positive impact of, agreed Learning Community and phase improvement work including that with other organisations;
- Maintaining open professional dialogue with the whole SLT about the individual phase's identification of strengths and weaknesses ensuring a pro-active approach to sharing potential or existing difficulties.
- Working as part of the SLT to prioritise the distribution of the Learning Community's budget in line with the agreed strategic direction;
- Ensuring all safeguarding procedures are rigorously followed;
- Promoting, embedding, securing and monitoring all agreed Learning Community's policies in the Learning Community Phase;
- Undertaking any relevant professional duties delegated by the Headteacher;
- Establishing sensitive and inspiring relationships with parents and carers, developing a wide range of high quality provision to contribute to high aspirations and outcomes for learners;
- The development of shared learning opportunities across the Learning Community for the mutual benefit of all learners.

Safeguarding:

The Abertillery 3-16 Learning Community is committed to safeguarding and promoting the welfare of learners and young persons at all times.

Phase Lead will be responsible for promoting and safeguarding the welfare of all learners for whom he/she is responsible, or with whom he/she comes into contact, in accordance with the Learning Community's policy. The successful candidate will be required to undergo an Enhanced Check by the Disclosure and Barring Service.

Equalities:

Phase Lead will be responsible for ensuring compliance with the Equalities Act 2010.

PHASE LEAD - PERSON SPECIFICATION

The essential (E) and desirable (D) qualifications and qualities sought from candidates are set out below. Evidence will be taken from the expression of interest (application form if there is a need to go to advert) and from interview.

QUALIFICATIONS AND TRAINING	
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Qualified to degree level or equivalent	E
Qualified to work and teach in the UK	E
NPQH	D

Candidates will also need to demonstrate that they can draw on the qualities displayed by effective senior leaders in the context of their leadership and management roles, including:

SKILLS/EXPERIENCE	
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Experience at Deputy Head level within a school	E
Experience of having led, or made a significant contribution to the success of a school through its leadership, outcomes, curriculum and ethos	E
Experience of developing professional learning to support staff	E
Experience of sound pedagogy	E
Experience of successfully addressing Curriculum for Wales	E
Experience of teaching in, or leading, more than one phase of education	D
Experience of working with Schools as Learning Organisations	E

PROFESSIONAL QUALITIES	
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Teaching and Learning: Outstanding learning secured for learners through outstanding Teaching	E
Excellent understanding of how to develop literacy, numeracy and thinking skills in an all through school	E
Understanding of the through school approach to teaching and learning	E
Vision and Strategy: Vision and values aligned with the Learning Community's	E

<p>commitment to all through education and to the Community's aspirations and high expectations for learners, staff and families</p> <p>Understands how to set high aspirations and lead effective strategies across all aspects of the Learning Community Phase learning, accountability, curriculum, wellbeing and communication</p>	<p>E</p> <p>E</p>
<p>Able to meet national standards for school leadership</p>	<p>E</p>
<p>Relationships with Stakeholders:</p> <p>Deep commitment to working with others to secure the best outcomes for learners across the Learning Community</p>	<p>E</p>
<p>Personal Characteristics:</p> <p>Determined to work with the Senior Leadership Team and governors to secure outstanding learning and progress</p> <p>Strong interpersonal, oral and written skills and be able to use new and emerging technologies to secure impact</p>	<p>E</p> <p>E</p>