

A phase leader's role

Typically, a phase leader is expected to both lead and manage the phase for which they have responsibility.

Aspects of leadership include:

- Giving strategic direction by articulating and agreeing what learning in your phase will look like in the future;
- Creating a climate which is favourable for reflection and teacher growth;
- Promoting and exemplifying an enthusiasm for teaching and learning across your phase;
- Encouraging innovation and research.

Leading and managing the phase for which you are responsible requires you, in terms of that phase, to:

1. Know and advise on what constitutes successful practice;
2. Know and advise on what the expected standards and targets are by the end of the phase;
3. Know what's going on across the school in the phase;
4. Know which subject areas are significantly below or above their expected trajectory towards meeting their end of phase targets;
5. Interpret evidence to ascertain the causes of underperformance in particular subjects;
6. Advise on, monitor and evaluate the strategies in place to re-track those subject areas which are significantly below their trajectory;
7. Know where the practice is strongest and where it is weakest;
8. Put strategies into place to improve practice, including coaching and/or modelling successful practice;
9. Keep up to date with research and developments.

Be prepared to:

1. Present a 'quality of provision' report each year to school senior managers and/or governors;
2. Lead a whole-staff meeting on developments in your phase.

A phase leader's job-card

The phase leader should have a clear understanding of the curriculum leader's job card. In short, the phase leader works alongside curriculum leaders, helping them in their five task areas and drawing phase-wide inferences from the evidence each curriculum leader collects.

Task area 1: To scrutinise and evaluate pupils' work

When? Once a half term

How?

- Select a subject area
- Work alongside the subject coordinator in the execution of task area 1
- Quality assure their work
- Provide support and advice
- Check the accuracy and validity of their evaluation

Task area 2: To scrutinise and evaluate teachers' records

When? Once a half term

How?

- Select a subject area
- Work alongside the subject coordinator in the execution of task area 2
- Quality assure their work
- Provide support and advice
- Check the accuracy and validity of their evaluation

Task area 3: To observe and evaluate teachers' lessons

When? Twice a half term

How?

- Select a subject area
- Work alongside the subject coordinator in the execution of task area 3
- Quality assure their work
- Provide support and advice
- Check the accuracy and validity of their evaluation

Task area 4: To use evidence collected to evaluate outcomes and provision

When? Once a half term on the **last** programmed session

How? Pull together all the evidence from tasks 1- 3.

What do I look for when evaluating outcomes and provision?

- Match your evidence against the 'grade descriptions' in the latest OFSTED inspection schedule;
- Judge whether outcomes overall in the phase are 'outstanding', 'good', 'requires improvement' or 'inadequate';
- Judge whether provision overall in the phase is 'outstanding', 'good', 'requires improvement' or 'inadequate';
- Put together a brief yet focused plan to show how you will lead the phase into the next highest category.

Task area 5: To write a schedule for the next half term

When? Once a half term on the **first** programmed session

How?

- Collect in and read each curriculum leaders' schedules for the next half term;
- Ensure that there are no clashes;
- Read through all the task areas and assign them appropriately to each week, making sure your interactions are spread across different subjects;
- Inform the curriculum leaders when you will be working with them;
- Give a copy of your schedule to the headteacher.