



Marish Academy Trust – Feb 2026



Phase Leader KS1 (Class teacher with phase lead responsibility)

Job Title	Phase leader for KS1 (In one of our Trust schools working closely with partner in other school)
Salary Scale	MPS and TLR2b (fringe)
Responsible to	Executive Headteacher and Substantive Headteacher
Additional Responsibilities	You will be required to lead on an aspect of trust improvement work related to your phase or your own areas of skill/expertise
Line managed by	Assistant Headteacher
Purpose of job	To contribute positively and proactively to our vision of becoming an outstanding Academy Trust. To be an exemplary role model for whole Trust community, demonstrating best practice and commitment to ongoing professional development and whole school improvement, with particular emphasis on improving outcomes for pupils in the phase, you are assigned too. To be a member of the Fast track leadership development group and to attend the Trust wide leadership team by invitation from time to time and make a significant contribution to the strategic development and direction of your phase. To take a lead role in school self evaluation, especially in relation to the outcomes, both in terms of achievement but also the well-being of all children with your assigned phase.
Responsibilities	Phase leaders are expected to: 1. Be exemplary teachers. This does not mean perfect or necessarily outstanding teachers, but it does mean teachers who adhere to planning, marking, assessment and presentation agreed policies and practices, the vast majority of the time. 2. Moreover, when, because of personal circumstances/ill health/new professional challenge, they cannot manage to achieve these high standards, they tell senior leaders immediately, well in advance of any deadline expiring. 3. Uphold and live out the broad vision, values and ethos of the trust, as expressed in various aspire plans, presentations and leadership programmes

agreed by Executive Headteacher, governors and trustees and regularly shared and developed with all senior leaders, even if personally they disagree with an aspect of it. (This expectation also includes, ensuring that all policies relating to safeguarding, attendance, behaviour, bullying, health and safety, equal opportunities, data protection, assessment and impact and SEND frameworks and equality are consistently implemented and developed.)

4. Develop and share an evolving strategic vision, backed up by an operational plan for their immediate team which is ensconced within the broader trust wide vision. This may include being part of a team leading Inset or CPD relating to leadership for team or wider trust community.

5. Regularly check through discussion and partnership with other team leaders that their team vision or team members are not acting or talking in a manner which suggests competition or opposition to core trust values or ethos.

6. Challenge team members or peers who appear to be deviating in any way from the core values, vision and ethos of the trust, asking for support from another leader, if necessary in these circumstances.

7. Hold themselves and their team to account for all of the above, complaining upwards to a senior leader, if they find themselves out of their depth in a challenging or new circumstance.

8. Refrain from complaining about any person, issue, planned initiative or agreed practice of the trust to any colleagues other than their line manager or the head teacher in a confidential meeting.

9. Ensure that even if they disagree with something agreed by the leadership, they follow through on this, once they have expressed their concerns confidentially and publically support other leaders in this area.

10. To allocate deploy and maintain resources within your trust wide team with maximum efficiency to meet the objectives of the Trust and ensure value for money

11. Communicate with governors and trustees via the Executive Head teacher and TWSLT, ensuring they are well informed about plans, progress and priorities for your phase. This might also include occasional attendance at governing Body meetings

12. To take responsibility for your own professional development and for others in your team and keep up to date with recent developments in education

13. To appraise members of staff as per the performance management policy

14. To undertake any other duty reasonably assigned by the Headteacher from time to time

NOTE The job description may be reviewed annually and may be amended at any time after consultation with you. Please find attached a copy of our standards for all senior leaders for your reference.

Standards for Senior leaders at Marish Academy Trust (Middle leaders to aspire to these)

1. All senior leaders will work as a team to shape the future by:

- Ensuring the vision for the Academy Trust is clearly articulated, shared, understood and acted upon effectively by all
- Working within the Trust community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement across the Trust
- Demonstrating the vision and values in everyday work and practice.
- Motivating and working with others to create a shared culture and positive climate
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensuring that strategic planning takes account of the diversity, values and experience of the Trust and community at large.

2. All senior leaders will support the leadership of teaching and learning by:

- Ensuring a consistent and continuous Trust-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Maintaining learning at the centre of strategic planning and resource management.
- Enabling the Academy Leadership team (ALT) and the trust wide Senior Leadership team (TWSLT) of to develop creative, responsive and effective approaches to learning and teaching.
- Promoting a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrating and articulating high expectations and setting stretching targets for the whole Trust community.
- Enabling TWSLT to work together to design and implement strategies which secure high standards of behaviour and attendance.
- Facilitating TWSLT's collaboration on designing, organising and implementing a diverse, flexible and creative curriculum and also to ensure that an effective assessment framework is implemented.
- Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Checking that the ALT and TWSLT regularly monitors evaluates and reviews classroom practice and promotes improvement strategies continually.
- Challenging underperformance at all levels an effective corrective action and follow-up.

3. All senior leaders will develop themselves and lead others by:

- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Supporting the establishment of a collaborative learning culture within the Trust and actively engaging with other Trust schools and beyond to build effective learning communities.
- Ensuring that ALT and TWSLT develops and maintains effective strategies and procedures for staff induction, professional development and performance review.
- Securing effective planning, allocation, support and evaluation of work undertaken by teams and individuals, they line manage, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledging the responsibilities and celebrating the achievements of individuals and teams.
- Working with others to develop and maintain a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory.
- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.
- Managing own workload and that of others to allow an appropriate work/life balance.

4. All senior leaders will support those responsible for managing the organisation by:

- Supporting the creation of an organisational structure which reflects the Trust's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
- Checking that clear, evidence-based improvement plans and policies for the development of

The Trust and its facilities are designed, implemented and regularly reviewed.

- Reminding the leadership team that as far as possible, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- Taking an appropriate role within the leadership team, according to their professional responsibility in the effective and efficient management of the Trust's financial and human resources to achieve the Trust's educational goals and priorities
- Working with ALT and TWSLT to recruit, retain and deploy staff appropriately and contribute towards the management of their workload to achieve the vision and goals of the Trust.
- Works with ALT and TWSLT to ensure the implementation of successful performance management processes with all staff
- Working with ALT and TWSLT to ensure the school environment efficiently and effectively organised to ensure that it meets the needs of the curriculum and health and safety regulations
- Taking part in holding the leadership to account for ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Using and integrating a range of technologies effectively and efficiently to manage the Trust and the schools.

5. **All senior leaders will work together to secure accountability by:**

- Fulfilling commitments arising from own contractual accountability..
- Working with others to develop and nurture a Trust- wide ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Checking with ALT and TWSLT that individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Working with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities.
- Developing and presenting a coherent, understandable and accurate account of the trust and each school's performance to a range of audiences including governors, parents and carers.
- Reflecting continually on personal contribution to Trust/school achievements and taking account of feedback from others.

6. **All senior leaders will support and strengthen the community by working together to :**

- Build a Trust/school culture and curriculum which takes account of the richness and diversity of the Trust's communities.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the trust to enhance and enrich each school and its value to the wider community.
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools within the Trust and beyond and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.