The roles and responsibilities of class teachers, those with leadership posts and teams have to work together to compliment and build on each other.

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| **Class teachers** | | |
| Class teachers are responsible for their own teaching and the quality of learning outcomes that this creates. Working as part of different teams they collaborate to support and extend each other and reduce individual workload. Through their teaching, they contribute to school improvement and raising pupil achievement.  To do this they:   * Maintain their knowledge of evolving school curriculum requirements, linking what they need to teach their class with what the pupils have learned before and what they will learn in future years. * Contribute actively to team planning and take responsibility for distributed planning tasks with their colleagues. * Assimilate and adapt planning that has been prepared for them by other colleagues to meet the range of needs of *their* pupils. * Implement the school curriculum fully to ensure pupils experience a balanced and progressive learning journey. * Moderate work outcomes and achievement information together to ensure consistency and equality for pupils in the cohort. * Share successes together and raise challenges for team resolution. * Liaise with subject, phase and senior leaders to explore the impact of their teaching and the evidence that demonstrates this. | | |
| **Subject leaders** | **Phase leaders** | **Senior leaders** |
| **Core functions:**  Maintain whole school subject curriculum overview – refinement of knowledge and skills defined, a rationale for sequencing of content and progression across cohorts.  Promote full and balanced implementation of the subject curriculum with focus on specific aspects that need emphasising. *(Learning conversations and pupil voice.)*  Support specific aspects of subject planning to ensure strong practice or further refine outcomes. *(Learning conversations and follow through)*  Ensure that all colleagues are fully invested in distributed plans prepared for them *Phase meetings and learning conversations)*.  Moderate subject work outcomes together with available data and pupil voice – do they match the expectations of the curriculum? *(Learning conversations and pupil voice.)*  Identify any areas for further refinement, celebrate successes and promote the subject.  Help teachers identify appropriate adaptations to meet individual pupil needs. | **Core functions:**  Support and moderate all cohort planning to ensure the whole curriculum is implemented and adapted to the needs of classes. *(Team planning, learning conversations and informal discussions)*  Ensure consistency of provision and achievement (coverage of knowledge and skills, *depth* and quality of outcomes) across cohort classes. *(Learning conversations and pupil voice.)*  Ensure progression across cohorts in the phase (coverage of knowledge and skills, depth and quality of outcomes). (*Learning conversations and pupil voice.)*  Ensure school protocols and expectations are implemented and maintained in the phase. (*Clarify agreements and ensure compliance)*  Quality assure and support learning behaviour and attitudes of pupils in the phase. *(Pupil voice, overall awareness and learning conversations)*  Help phase teachers design and implement adaptations to meet individual pupil needs.  Moderate the impact of learning support deployment in the phase, in liaison with teachers and SENCO.  Share best pedagogical practices in the phase. | **Core functions:**  Quality assure and support pedagogy – the consistency and quality of teaching. *(Learning walks and conversations, lesson visits, subject monitoring and Trust moderation)*  Quality assure and support the quality of the learning environment and its impact on achievement.  Ensure school protocols and expectations are implemented and maintained.  Quality assure and support learning behaviour and attitudes of pupils.  Moderate the impact of learning support deployment in the school, in liaison with teachers and SENCO.  Quality assure the curriculum outcomes/impact alongside subject and phase leads *(Learning conversations and pupil voice.)*  Share best pedagogical practices across the school. |
| **Communication and accountability:** Liaise with phase leaders if aspects of improvement, provision, or achievement arise. Agree which leaders will then follow this through into cohort or phase practice.  Liaise with phase and senior leaders if aspects of pedagogy arise for refinement.  Liaise with senior leaders about progress towards school improvement objectives and subject attainment goals.  Engage with leadership conversations to recognise and celebrate leadership impact and agree strategic direction. | **Communication and accountability:** Liaise with subject leaders to agree follow up to any aspects of provision, improvement, or achievement that arise.  Liaise with senior leaders about progress towards school improvement objectives and attainment goals.  Engage with leadership conversations to recognise and celebrate leadership impact and agree strategic direction.  Contribute to phase team meetings to bring together all knowledge gained through these processes to:   * Recognise and evidence the achievement of the cohort, classes, groups and individuals. * Recognise and rationalise reasons for successes and shortfalls against planned outcomes. * Confirm or adapt planning, intended teaching strategies, support staff deployment and timelines to meet intended learning outcomes.   Ensure that strengths and successes are shared on a school-wide basis. | **Communication and accountability:** Hold leadership conversations with all subject and phase leaders on a bespoke scheduled frequency.  Contribute to senior leadership team meetings to bring together all knowledge gained through these processes to:   * Recognise and evidence improvements achieved. * Recognise the impact of all other leaders and confirm their strategic directions. * Rationalise successes and shortfalls against the school development plan goals. * Confirm or adapt strategic goals and timelines. * Confirm or adapt priorities for senior leaders to follow through before the next meeting.   Ensure that strengths and successes are shared on a school-wide basis. |