

Job Description – EYFS Phase Leader

Post:	EYFS PHASE LEADER
Responsible to:	Deputy / Headteacher
Responsible for:	EYFS or KS1
Salary:	MPS or UPS with TLR2

In addition to the responsibilities of class teacher, as set out by the class teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

Purpose

- To lead and manage the EYFS phase team to provide high quality learning for all children within a safe, happy and caring environment.
- To liaise effectively with the senior leadership team (SLT) to ensure consistency of approach in teaching and learning and the highest quality of education for all its pupils.
- To contribute to, and promote, the vision, culture and Christian ethos of the school.

Key Responsibilities

Leading, developing and enhancing the teaching practice of others

- Lead and enable staff in planning, teaching and evaluation of teaching which enthuses and engages children in learning and ensures that high standards are recognised, valued and maintained in all areas of the EYFS curriculum
- Work with teaching staff to promote best and innovative practice to enrich the range of teaching and learning styles in the school
- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate
- To liaise with staff and parents to support positive well-being and good behaviour across the phase
- To be a strategic and supportive member of the wider senior leadership team
- Provide guidance to staff in marking and assessment for learning and standards expected
- To support colleagues to create a stimulating environment for learning
- To take an active role within the school's Appraisal policy in addition to supporting and promoting continuous professional development to ensure effectiveness and development of all staff

Management Responsibility:

- Organise regular phase meetings to ensure good communication, consistency in practice and good pupil progress
- Update teachers of changes to school policy and ensure they are implemented
- Liaise closely with staff and other professionals so that they are able to make a significant contribution to teaching and learning in the phase
- Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents
- Induct, support and monitor new staff within the phase

Monitoring and Evaluation

- Ensure that planning, assessment, target setting, recording and reporting systems are implemented in line with school policy
- Provide feedback to teachers and disseminate examples of excellent planning and teaching
- Monitor standards across the phase through observation, assessments, moderation and data analysis, and use this information to action required support – including setting targets for continuous improvement towards the Good Level of Development (GLD) at the end of the EYFS Phase.

Other

- Safeguard the health and safety of self and others in accordance with the school's Health and Safety Policy
- Undertake decision making and policy development across the school
- Lead team in ensuring effective communication with parents/carers, SLT, governors and the wider community
- Attend and contribute to SLT meetings

- Show a commitment to work outside directed time when required
- Contribute to and provide evidence for the school Self-Evaluation Summary
- Contribute and lead on specific areas of the School Improvement Plan
- Implement and develop key initiatives across the school as required

Develop personally and professionally through

- Reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives

CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers Pay and Conditions

SPECIAL CONDITIONS OF SERVICE

A check as to the existence and content of any relevant criminal record will be requested from the Disclosure and Barring Service after a person has been selected for appointment. Refusal to agree to a check being made could disqualify you from being considered for the appointment.

Under the Rehabilitation of Offenders Act 1974, you have the right not to disclose details of 'spent' convictions. However, for certain jobs, employers are allowed to ask about these offences. The Rehabilitation of Offenders Act 1974 (Exception Amendment) Order 1986 sets out details of all jobs to which this applies and the job you have applied for is included in the list. *The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found in the attached guidance.*

Please give details of any relevant criminal convictions that you may have. The disclosure of a criminal record may not necessarily prevent you from being appointed. The nature of the offence, how long ago it took place, your age at the time and any other relevant factors may be considered when a decision is made. Please note that some convictions are never considered 'spent' under the terms of the Act.

EQUAL OPPORTUNITY

The post holder will be expected to carry out all duties in the context of and in compliance with the school's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

Person Specification – EYFS Phase Leader

All post-holders are expected to demonstrate a commitment to equal opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms. This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification and you should refer to these.

Description	Shortlisting
Training & Qualifications	
1. Qualified Teacher Status	Essential
2. Evidence of continuing and recent professional development relevant to the post	Essential
Successful Experience	
3. Recent highly effective experience of teaching in the EYFS Phase in mainstream classrooms, including planning and assessment, delivery, working with additional adults and taking responsibility for their performance in the classroom	Essential
4. Proven experience of raising standards for all pupils, including underachieving pupils	Essential
5. Successful experience of aspects of leading a team in curriculum or other school wide initiatives	Essential
6. Experience of promoting and gaining positive pupil behaviour conducive to learning, focused on raising standards.	Essential
7. Experience of outstanding core subject leadership	Desirable
8. Experience of promoting highly effective communications within and between teams and other stakeholders in the school community	Essential
9. Able to use and disseminate effective primary teaching and learning strategies used to raise pupil attainment and achievement	Essential
10. Successful implementation of quality assessment to inform teaching & learning, including target setting and monitoring	Essential
Knowledge and Understanding	
11. Understanding of equality of opportunity issues and how they can be effectively addressed	Essential
12. The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress	Essential
13. Knowledge of a range of effective strategies for inspiring and motivating staff to achieve their full potential through collaboration and coaching with a focus on raising standards and school improvement	Essential
14. Good understanding of the role of parents and the community in school improvement and how this can be practised and developed	Essential
15. Clear understanding of EYFS data analysis and the important impact this can have on achievement & attainment	Essential
Characteristics and Competencies	
16. Ability to implement and lead whole school initiatives and manage change	Essential
17. Ability to effectively support colleagues in raising standards of teaching and learning	Essential
18. Ability to create and maintain a positive team spirit delegating, negotiating and challenging where necessary, with sensitivity	Essential
19. Ability to develop the long term capabilities of others by collaborating with and motivating colleagues	Essential
20. Boundless enthusiasm, determination and drive to inspire others to achieve high standards	Essential
21. Self-motivated and resilient to the pressures that leadership brings	Essential
22. A solution-focussed mind-set and a determined “no-excuses” approach to raising standards	Essential
23. A personable nature to build effective relationships with parents/members of the community	Essential
24. A lively, creative, good-humoured approach to all aspects of teaching, management & leadership	Essential
25. Ability and willingness to promote the school’s aims, positive culture and Christian ethos	Essential

