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| JOB DESCRIPTIONEYFS Phase Leader |
| **PLACE OF WORK:** Staynor Hall Primary Academy  | **CURRENT GRADE:**Main scale/UPS (if applicable)  |
| **REPORTS TO:** Headteacher |
| **1.** | **MAIN PURPOSE OF JOB**The post holder should play a major role in supporting the Headteacher in developing the overall direction of the academy by: * Leading the Phase and promoting high standards of provision, learning and teaching, pupil achievement and progress
* Formulating the aims and objectives of the academy
* Establishing the polices through which they should be achieved
* Managing staff and resources within their phase
* Monitoring progress towards achievement in all areas of the National Curriculum
* Set high expectations as a teacher through their own practice as a class teacher

The Phase Leader is a member of the Leadership Team and will have responsibilities in the areas of leadership, curriculum development, assessment, liaison and pastoral duties as well as in their role as class teacher. |
| **2.** | **KEY TASKS** |
|  | Oversee the effective day to day running of the phase. |
|  | Play a major role in formulating, implementing, monitoring and reviewing the academy improvement plan. |
|  | Line manage staff within the phase, implement and support the performance management process as a reviewer. |
|  | Play a major role in the smooth transition between phases. |
|  | Closely monitor pupil attainment within the phase to ensure that appropriate progress is made. |
|  | Ensure that the target setting process is robust and is linked to standards and individual achievement. |
|  | Use data and children’s work to monitor progress and implement changes where necessary including allocating resources for specific intervention strategies. |
|  | Ensure statutory data processes for end of the key Stage are met effectively. |
|  | Lead, develop and enhance the teaching practise of others in the phase through monitoring the quality of teaching and learning and sharing judgements with teachers and support staff as appropriate. |
|  | Lead on the development of highly effective provision and curriculum for the pupils in the phase. |
|  | Create opportunities for the development of independent and collaborative learning within the phase. |
|  | Create opportunities for creativity to flourish across the curriculum within the phase.  |
|  | Actively encourage and support all staff, providing advice, praise and assistance to develop the phase effectively. |
|  | To take a lead on dealing with behaviour management issues within the phase, including rewards and sanctions. |
|  | Foster and develop good relationships within academy and between parents and governors. |
|  | Liaise with other phase leaders/teachers to ensure effective transition for pupils from one year to another. |
|  | Work with other phase leaders / members of the leadership team to ensure effective communication across the academy.  |
|  | To promote the image of the academy within the local community. |
|  | Provide support to the Headteacher in the management of all aspects of the day to day running of the academy, ensuring that the aims, policies and values are upheld. |
|  | Comply with all Academy and Trust policies and procedures. |
|  | To co-operate in any staff development activities required to effectively carry out the duties of the post and to participate in the Trust’s appraisal process. |
|  | Any other reasonable duties commensurate with the level of the post. |
| **3.** | **SUPERVISION / MANAGEMENT OF PEOPLE**To line manage the team within EYFS, which includes the teachers of Tiny Steps and Nursery and Teaching Assistants across all of EYFS.   |
| **4.** | **MAIN CONTACTS & RELATIONSHIPS**Internal: EYFS teaching team, parents, pupils, SLT and wider staff team, SENDco External: SALT, feeder nurseries, Education Psychologist, physiotherapists and occupational therapists  |
| **5.** | **SPECIFIC AREAS OF RESPONSIBILITY**To lead and manage the Early Year Foundation Stage.  |

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| PERSON SPECIFICATIONEYFS Phase Leader |
| **6.** | **KNOWLEDGE AND QUALIFICATIONS** **Essential, i.e. the postholder must have:*** Qualified Teacher Status.
* Evidence of, and commitment to, ongoing professional development.

**Desirable, i.e. the postholder would ideally have:*** Further specialist qualifications in areas linked to primary education.
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| **7.** | **EXPERIENCE****Essential, i.e. the postholder must have:*** Teaching that is at least good.
* Teaching experience within Early Years.
* Effective behaviour/ classroom management.
* Experience of delivering a dynamic and inspirational curriculum.
* Evidence of depth of understanding of primary education.
* Experience of statutory assessment for EYFS.

**Desirable, i.e. the postholder would ideally have:*** Teaching across Early Years.
* Experience of teaching in more than one Key Stage.
* Experience of working with a wide range of professionals.
* Demonstrable experience of monitoring and evaluating teaching.
* Experience working alongside a senior leadership team to develop the quality of teaching and learning within a school.
* Experience teaching children who are new to the acquisition of English as an additional language.
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| **8.** | **SKILLS AND PERSONAL QUALITIES****Essential, i.e. the postholder must have:*** Up to date with developments within primary education.
* Good written and oral communication skills.
* Ability to develop good professional relationships with colleagues, pupils and parents.
* Supporting the policy and practice of inclusion.
* Establishing and maintaining a positive, challenging and effective learning environment.
* Able to analyse information, including data, effectively to identify priorities and plan for improvement.
* Excellent organisational skills.
* A commitment to working as part of a team.
* Resilience, energy and a determination to succeed.
* A commitment to involving yourself fully in the life of our school.
* An ability to establish and maintain professional working relationships.
* An ability to manage and prioritise a demanding workload, and that of others, if necessary.
* An ability to think strategically and manage problems.
* Have a working knowledge of teachers’ professional duties and legal liabilities.
* Operate at all times within the stated policies and practices of the Academy.
* Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
* Endeavour to give every child the opportunity to reach their potential and meet high expectations.
* Contribute to the corporate life of the academy through effective participation in meetings and management systems necessary to coordinate the management of the academy.
* Take responsibility for their own professional development and duties in relation to academy policies and practices
* Liaise effectively with parents and governors.
* Take on any additional responsibilities which might from time to time be determined.

**Desirable, i.e. the postholder would ideally have:*** Evidence of contributions to whole school improvement.
* Experience of leading a curriculum area / school development priority.
* Evidence of contribution to strategic planning.
* Experience of supporting colleagues in developing teaching and learning.
* Experience of managing staff appraisal.
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