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| JOB DESCRIPTION EYFS 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 SPECIFICATION EYFS 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. |
| **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. |
| **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. |