



St Anthony's Catholic Primary School Catholic Primary School

JOB DESCRIPTION

<p>Job Title: Senior Leadership Team – Roles and Responsibilities Early Years Phase Lead</p>	<p>Grade/Level: Salary M1 – UPS £30,000-£46,525 +TLR 2 (£3,214)</p>
<p>Reporting to: The Executive Head and Head of School</p>	
<p>Key role: As a key member of staff, you will provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all pupils which delivers enjoyment of learning and improved standards of achievement. As a leader all your duties and responsibilities are underpinned by the Mission Statement and Catholic Ethos of the school.</p>	
<p>Main Responsibilities:</p> <p>Phase associated responsibility for:</p> <ul style="list-style-type: none"> • Teaching and learning • Performance management (appraisal) of staff - teachers and teaching support staff • Monitoring and evaluating pupil achievement • SEND pupil outcomes • Curriculum design – both statutory and non-statutory • Behaviour and well-being • Allocation of resources • Communication • School improvement • Operational decisions 	
<p>In order to fulfil the key role and associated responsibilities the Phase Leader will need to:</p> <p>Teaching and learning</p> <ul style="list-style-type: none"> • Monitor the quality of teaching and learning across the EYFS and secure improvement where needed – linked to performance of staff. • Ensure appropriate strategies/interventions are in place to support pupils underachieving and records are kept on their effectiveness. • Ensure positive outcomes for pupils with SEND following the SEND graduated approach pathway. • Ensure the phase is up-to-date with best practice in relation to teaching and learning in the Early Years Foundation Stage. • Ensure that learning is taught based on our agreed teaching and learning strategy; this include strategies to help pupils to remember more. • Check weekly timetables are complete • Ensure that school's planning documents are used effectively to inform and plan a clear sequence of teaching and learning. • To ensure that the requirements of the Early Years Foundation Stage including arrangements for assessment and moderation are met. • Analysing assessment outcomes and taking appropriate action to raise standards and improve pupil progress 	

<ul style="list-style-type: none"> • To be an excellent role model of outstanding practice to all staff. • To teach pupils across the Early Years Foundation Stage and to have class teacher responsibility for one class. • To take on the responsibility of a Deputy DSL and alongside the DSL, ensure that the safeguarding policy is followed and the statutory requirements of the EYFS are maintained. • Ensure parents are well informed about the EYFS curriculum, attainment and progress and are fully engaged as partners in the EYFS.
<p>Performance of Staff</p> <ul style="list-style-type: none"> • Manage the annual performance management of teaching assistants, based in Phase, recommending to Governors where salary progression is appropriate. • Manage the appraisal of teachers, within Phase, recommending to Governors where a salary progression is appropriate. • Ensure termly monitoring of teachers follow school procedures and associated records are detailed and up to date. • Coach and mentor phase staff to develop their pedagogical knowledge e.g. effective questioning strategies. • Collate termly CPD requirements for teachers and teaching assistants. • Take an active role in the induction of new phase staff, including mentoring Early Career Teachers
<p>Curriculum</p> <ul style="list-style-type: none"> • Ensure the curriculum meets national statutory requirements. • Plan and manage an Early Years curriculum which enables pupils to enjoy and excel. • Ensure the phase is up-to-date with best practice in relation to the curriculum. • Keep abreast with national and local curriculum developments and initiatives in EYFS. • Working with Curriculum Champions, monitor the curriculum and its impact on raising standards. • Disseminate the phase curriculum to other key stakeholders e.g. Governors and parents. • Ensure the curriculum reflects overall school improvements priorities. • Check that appropriate enrichment opportunities are offered within the phase.
<p>Behaviour & well-being</p> <ul style="list-style-type: none"> • Ensure good behaviour including positive learning behaviours and relationships are promoted and achieved across the phase. • Support staff with classroom behaviour management strategies, as appropriate. • Support staff in managing incidents of inappropriate behaviour within phase following the Behaviour Pathway
<p>Pupils' personal development and well-being</p> <ul style="list-style-type: none"> • Managing pastoral support matters including liaison with parents and colleagues from other agencies
<p>Allocation of Resources:</p> <ul style="list-style-type: none"> • Manage teaching support staff timetables to ensure this resource is targeted on raising standards. • Ensure resources are used effectively to raise standards.
<p>Learning Environments</p> <ul style="list-style-type: none"> • To lead the EYFS team in the development and maintenance of stimulating and inspirational both outdoor and indoor learning environments.

Communication

- Liaise with other phase leaders and SLT members to ensure that there is a consistent approach to teaching and learning throughout the school and effective cross phase links.
- Ensure reporting pupil progress to parents follows school policy.
- Keep parents and governors updated on developments within the phase e.g. termly phase newsletter.
- Develop and support links with external agencies, where appropriate to your phase.

School Improvement/Strategic Development

- Understand how school performance data relates to achievement within phase and associated priorities.
- Ensure priorities in the school improvement plan are effectively implemented and embedded within the phase (through phase action plans).
- Write an annual phase action plan outlining priorities and action required - reflect whole school and phase issues.
- Update termly phase action plan noting impact of actions taken.
- Contribute to whole school self-evaluation.
- To motivate and work with others to create a shared culture and positive climate

Operational Decisions

- Manage day to day running of phase including staffing.
- As a member of the Senior Leadership Team (SLT) you will be expected to attend SLT meetings and other associated activities. At all times you will be expected to support and promote the policies and practices agreed by the SLT.

Additional Responsibilities**Code of Conduct**

- The School expects all staff to ensure that their standards of conduct are, at all times, compliant with the School Code of Conduct for Employee.

Health & Safety

- The post holder will be responsible for their own health and safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the school Health and Safety policies.

Policies & Procedures

- The post holder will be accountable for ensuring that they are aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.
- All duties and responsibilities must be carried out with due regard to the Our Lady and All Saints Multi Academy Company policies and procedures.

Reviewed by : Executive Headteacher

Date agreed: May 2024