



Sybourn Primary School

JOB DESCRIPTION :	Phase Leader : EYFS
RESPONSIBLE TO :	Assistant Head
SALARY RANGE :	MPS1-UPS3 Outer London plus TLR2C

Job Purpose

To lead learning in Sybourn Primary School and guide your phase (two-year group teams) in developing consistent practice in teaching and learning pastoral care, safeguarding and behaviour, and ensuring that children achieve the highest standards of attainment and achievement.

Core Duties

Class Teacher

To provide a high quality educational experience for all children by leading learning in School, developing consistent practice in teaching and learning and ensuring that children achieve the highest standards of attainment and achievement. Children are expected to make rapid and sustained progress as laid out in the class teacher job description.

In addition to the duties of a class teacher, the Phase Leader has the following leadership and management responsibilities.

General responsibilities

To assist and support the Head of school and Assistant Headteacher to:

- Lead and deliver a balanced and appropriate curriculum programme for the EYFS (Reception and Nurseries) which takes account of the educational and social needs of pupils in the context of a primary school in line with the expectations set out by the Lion Academy Trust
- Monitor, challenge and improve the effectiveness of curriculum planning and delivery within the phase to ensure rapid, sustained and improved pupil achievement.
- Deliver, in conjunction with other Phase Leaders, a successful system of pastoral welfare for pupils in the school with particular responsibility for the EYFS phase in line with the Lion Academy Trust expectations
- Deliver, monitor and challenge in conjunction with other lead professionals, senior leaders and teachers the provision and intervention in place for underachieving children, vulnerable children, EAL and SEN children to ensure they make rapid and sustained progress in line with national expectations.
- Maintain, challenge and ensure high standards of behaviour and discipline across the school with particular responsibility for the EYFS phase in line with the Lion Academy Trust expectations and ethos
- Develop and maintain effective lines of communication/service throughout the school and between staff, governors, parents and the wider community

- Maintain and continue to develop the ethos of the school in line with the Lion Academy Trust Expectations
- Contribute to the strategic development of the school as part of the leadership team. This includes monitoring and evaluating of practice and provision as part of the Lion Academy Trust self evaluation process and the development of the school improvement plan.
- Contributing to the general day to day management of the school by having an overview of the school, being aware of the issues and concerns and ensuring that appropriate action is undertaken
- Keeping abreast of educational developments through your own professional training
- Supporting the head and assistant heads in trying to ensure that change is implemented effectively and smoothly
- Promoting and supporting decisions/policies agreed by the senior leadership team and the Lion Academy Trust
- Helping to maintain outstanding behaviour around the school at all times and specifically carrying out one dinner time duty per week
- Carrying out appraisal of staff as part of the Lion Academy Trust Appraisal Policy
- Ensure the school, phase provides a high quality stimulating learning environment for all children as outline in line with the Lion Academy Trust expectations
- Conducting regular assemblies within the phase and wider school
- There is an expectation that the phase leader will attend and contribute to a senior leadership team meeting once a week and undertake a lunch duty.
- Carry out any other additional duties deemed necessary directed by the Head of school.

Planning

With the support of the Head of School and Assistant Headteachers:

1. Liaise with class teachers and LSAs in development and delivery of an effective curriculum which meets the needs of all groups of pupils.
2. Attend and contribute to strategy meetings to support implementation of the School Improvement Plan, in accordance with school strategy and direction;
3. Liaise with the Sendco and AHTs in planning intervention and targeted support for identified underachieving groups and ensuring that their provision is accurately and precisely targeted at needs. Monitor the programmes of intervention to ensure they provide rapid and sustained progress for all individual pupils.
4. Ensure through planning, preparation and assessment sessions that learning and provision is precisely planned for and evaluated so that all pupil's specific needs are catered for.

Staff development and support:

1. To provide leadership and support for colleagues (teachers and support assistants) with a specific focus on leading learning in each year group working within the Lion Education Trust Teaching and Learning Strategy.

This will include:

- managing the planning and delivery of the curriculum across the phase, including developing medium term plans;
 - leading and organising weekly planning meetings. Supporting teachers with short term planning ensuring explicit learning focus for all children's needs;
 - organising and delivering training, as needed, to groups of school staff;
 - supporting and leading staff in the use of assessment information and processes to inform teaching and learning;
 - provide a model of minimum good teaching and learning
 - providing in-class support to staff, through demonstrating high quality lessons, team teaching, observation and feedback.
2. Undertaking personal and professional development in order to maintain an up-to-date knowledge of educational initiatives, technologies and pedagogy, in order to advise appropriately on future strategies and requirements.
 3. Conduct appraisal meetings with teachers, set professional development and pupil progress targets ensuring underperformance of children and the teachers own practice improves ensuring a minimum standard of good. Monitor, guide, support and challenge a teacher's progress towards those targets
 4. Mentor ECTs or new overseas teachers, by implementing a programme of specific support and evaluate progress towards specific identified targets ensuring that their teaching and learning is minimum good.

Monitoring and review

1. Maintain consistently high standards of teaching and learning through the effective monitoring and evaluation of teachers' planning, delivery of the curriculum through lesson observations, learning walks, work scrutinies and pupil interviews.
2. Ensure identified areas of inconsistency are tackled through support in the form of guidance, exemplification, modelling of learning or challenge ensuring the LAT benchmarks are used as reference points for minimum expectation. This includes follow up and review against identified progress and expected time scales.
3. Maintain high standards of attainment and achievement through the effective monitoring of pupil progress in your phase. Lead pupil progress meetings with teachers, lead professional dialogue, maintain minimum expectations and ensure actions are being taken to ensure rapid progress or sustained progress of children where needed.
4. Monitor assessment and recording procedures, ensuring that class teachers undertake agreed procedures in line with school strategies and this is impacting directly on children's learning and progress.
5. Maintain records and report to the Leadership team on the quality of teaching, standards and actions taken to address areas for development in each year group with clear milestones.

Day-to-Day management

1. Ensuring staff have access to appropriate resources (practical and human) to deliver lessons effectively and that resources are appropriately deployed.
2. Ensure the ethos and expectations of Lion Education Trust and Sybourn Primary are delivered in each specific year group in reference to environment, behaviour and attitudes that exemplifies our high expectations on our staff and children.
3. Take responsibility for addressing and reporting Safeguarding and Health and Safety issues as they arise in school in line with school policy. To raise awareness of Health and Safety issues amongst staff and ensure compliance.
4. Maintain and lead on ensuring high standards of pupils' behaviour and discipline, within the framework of the school policy and support and challenge other staff as necessary so as to facilitate high quality learning and a safe environment for all children.
5. Ensure that new teachers or staff members covering classes are familiar with lesson plans, expectations and year group procedures in order to be able to carry out their responsibilities effectively.

External liaison

1. liaise with relevant external agencies as appropriate, such as external advisory staff or consultants and/or other schools on specific teaching and learning issues relevant to the year group, its pupils and staff
2. liaise effectively within the LAT framework with parents/stakeholders to ensure excellent relationships between home and school in order to improve pupil's learning and behaviour. This includes been proactive in solving issues and reflecting a high stakeholder service to ensure that the relationships with parents and stakeholders impact positively on all pupil's outcomes

This job description sets out the duties of the post at the time it was drawn up. The above mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant duties as directed by the Head of School within the school as may be reasonably expected. This is not a common occurrence and would not justify a reconsideration of the grading of the post.

The Trust is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people, and the successful applicant must provide satisfactory references and will be subject to an enhanced Disclosure and Barring Service disclosure, along with all relevant safeguarding checks.