



EYFS Teacher & Phase Lead WLFSP & ECFSP

Role Outline

Last reviewed: April 2021

EYFS Teacher & Phase Lead

Role Summary

To provide a learning environment that enables all children to access the curriculum and learn to the best of their ability. To carry out the duties of a school teacher as set out in 2015 School Teachers' Pay and Conditions Document.

To teach our exciting and challenging curriculum, teaching consistently outstanding lessons, and promoting exceptional levels of academic development, attainment and wellbeing for all pupils.

To support, hold accountable, develop and lead the phase team in order to secure high quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils in EYFS.

In addition to the duties of an EYFS Teacher, to be responsible for providing professional leadership and management of the EYFS curriculum and staff team to secure high quality teaching and improved standards of learning and achievement for all pupils.

To be a member of the Middle Leadership Team and make a significant contribution to the strategic development and direction of the school.

Time Commitment

40 hours per week, 8am-5pm, 1 hour for lunch, Monday to Friday including INSET days.

Reports to: Head of Schools, Senior Leadership Team

Salary Scale: KST Teaching pay band, salary negotiable on qualifications and experience.

Key responsibilities - EYFS Phase Leader

The Phase Leader will work in partnership with the Senior Leadership Team to ensure high quality education for all pupils at West London & Earl's Court Free School Primaries and an excellent standard of learning and achievement for all.

The main responsibilities for this post are:

- To work with the SLT to secure progress for all pupils particularly in your phase.
- To support, develop and coach teaching and learning across your year groups, so that there is consistently good or better teaching across the phase.
- To lead and co-ordinate assessment across your phase.
- To support the day to day leadership in school.

The Phase Leader will also have key accountabilities for:

Knowledge and Understanding

- What constitutes high quality in EYFS educational provision and strategies for raising standards and outcomes all pupils across the key stage.
- How to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership.

Strategic Leadership

- Help develop a highly effective Phase team through effective systems.
- Maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for pupils in the phase.
- Be able to present a coherent and accurate account of the pupil's performance and other self-evaluation evidence in a form appropriate to a range of audiences, including governors, the local community, Ofsted and others.
- Lead by example, provide inspiration and motivation to your teams. Embody for the pupils, staff, governors and parents the vision, purpose and leadership of learning in EYFS.
- Ensure that all teaching staff and non- teaching staff are committed to the school's aims, and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of all children in the phase.

Planning and Setting Expectations

- Lead and manage the creation and implementation of a Phase Action plan, with particular emphasis on improving the quality of teaching, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, and securing school improvement.
- Have high expectations of all pupils and staff.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Assessment and Evaluation

- To work with the Senior Leadership team to monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary.
- To contribute to the School Evaluation Form.

- Work with other lead professionals to ensure the use of comparative data, together with information technology about pupils' prior attainment, to establish benchmarks and set targets for improvement.
- Use this information to from monitoring feedback to inform addressing areas for improvements.

Relationship with Parents and the Wider Community

- Ensure that parents are well-informed about their child's attainment and progress.
- To develop an effective partnership with parents and help them understand how they can support their child's learning and personal development.
- Involve parents in the learning process through workshops and events.

Managing and Developing Staff

- Lead professional development of staff through example, creating strong team work.
- Support the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate.
- Mentor trainee and newly qualified teachers and support the induction of any new staff in the Phase.

Managing Resources

- Manage, monitor and review the range, quality and quantity of all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money.

Managing Own Performance and Development

- Participate in arrangements for Appraisal and take responsibility for own professional development.
- Prioritise and manage own time effectively.
- Work under pressure and to deadlines.
- Sustain own motivation and that of other staff in their phase.

Other duties and Responsibilities

- To undertake the duties of the Assistant Headteacher in their absence.
- To ensure the safeguarding of pupils.
- Other duties that the Head of Schools may from time to time ask the post holder to perform.

Class Teacher Responsibilities

1. To teach a class at any level throughout the school.
2. To be a committed and active member of the staff team and school community.
3. To share the planning within a specified year group and to prepare and evaluate activities that lead to the effective education of the pupils in your charge, through half-termly, weekly and daily plans.
4. To liaise effectively with appropriate teachers when providing cover for your class, including supply cover for course attendance and PPA release.
5. To maintain effective records of pupil progress of the assigned class, including groups and individual pupils, using Pupil Asset, teacher assessment and any other agreed system.
6. To ensure the good behaviour of all pupils in the school, supporting whole school procedures, especially those in your care.
7. To be committed to the maintenance of high standards and equality of education throughout the school.
8. To follow the agreed school procedure for the display and presentation of pupils' work, ensuring that appropriate support staff are briefed fully regarding the presentation of displays.
9. To meet and inform parents of their children's progress, attitudes, attainment and targets through formal and informal meetings, both before, during and after school.
10. To promote the vision, aims and values of the school and to contribute to their development.
11. To play a full part in the life of the school, including staff meetings and briefings, INSET, assemblies, liaising with key stakeholders and school policymaking.
12. To participate fully in the school self-evaluation process including lesson observations and other appropriate evaluative activities (such as work and planning samples, moderation etc).
13. To implement all school policies, promoting equal opportunities for all.
14. To undertake any other particular duty reasonably assigned by the Head of Schools from time

Other duties

Adapt to different situations required to provide education (i.e. providing remote learning, online marking, virtual meetings etc.).

Equal Opportunities and Safeguarding

The Knowledge Schools Trust is committed to equality of opportunity and to safeguarding children. Successful candidates will be subject to an enhanced Disclosure and Barring Services check and other employment checks.

Review


This role outline is not definitive and will be subject to regular review.

Role Outlines are intended as reference documents which identify main responsibilities and activities.

This Role Outline may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time in consultation with you. It may include other tasks reasonably requested and agreed with your Line Manager.

Signed:

Date:

Signed: 

Executive Headteacher