

**EYFS Standards, Phonics and Reading Lead**

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| **Job Description** |
| This job description recognises the requirements of the current School Teachers’ Pay and Conditions Document and reflects the aims and policies established by the Governors of the school. It may be modified by the Headteacher with the postholder’s agreement**Job title:** Middle leader with responsibility for the leadership of EYFS, Phonics and Reading **Responsible for:** Raising and maintaining standards in the agreed year groups and across the school.**Responsible to:** SLT |
| **Main purpose of the job** |
| * Take specific responsibility and accountability for the day to day management and organisation of your year groups
* Lead Phonics and Reading across the school and
* Be an excellent classroom practitioner and be a role model for other staff. Share expertise to develop the teaching of other staff.
* Have a significant impact on educational progress beyond your class
* Line manage and appraise identified staff where appropriate
* Assist in the smooth running of the school at all times, including being responsible with the other middle leaders for the school in the absence of the headteacher, deputy and assistant headteachers
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| **Duties and responsibilities** |
| All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers’ performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school. In addition to carrying out the duties of a class teacher as outlined in the current School Teachers’ Pay and Conditions Document, the post holder receives a TLR2B for leading a phase in the school. |
| **Leadership and Management**  |
| * Support and implement the vision and ethos of the school and be an effective role model across the school.
* Contribute to, implement and evaluate the success of School Improvement Plan relevant to your phase area
* Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management
* Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
* Together with SLT, lead on the school self-evaluation process for your phase and across the school including lesson observations, monitoring of school standards and bringing about improvement
* Liaise with the curriculum lead to ensure curriculum continuity and progression
* As appropriate contribute to the writing of self-evaluation and policy documents
* Manage effectively the transition of pupils to and from your phase and within it
* Be a proactive and effective member of the wider leadership team
* Be an effective role model for your team in terms of teaching, behaviour and classroom management
* Actively promote the leadership team and all school decisions, in a positive light at all times
* Be responsible for the behaviour of pupils within your phase and across the school, in line with the school’s behaviour policy
* Be responsible for monitoring pupils’ uniform within your phase and setting high standards across the phase
* Be responsible for monitoring home reading within your phase and setting high standards across the phase
* Organize and lead educational visits (including residential) within your year groups
* Lead regular meetings relevant o your year groups area with appropriate colleagues
* Lead parent information evenings and meetings within your year groups
* Participate in the recruitment of staff as appropriate
* Plan and lead exciting and high quality and memorable learning experiences for your phase
* Organize and monitor interventions within your year groups to ensure that these accelerate pupil progress
* Lead, mentor and support the ECTs and Schools Direct in your phase or across phase where necessary.
* Lead on Phonics and Reading across the whole school, implement your vision for Phonics and Reading. Work alongside other leaders.
* Responsibility for leading on standards, achievement and progress in Phonics and Reading.
* Curriculum development of area: In collaboration with the Headteacher provide leadership on the curriculum for Phonics and Reading
* To provide support and general curriculum support to ECT’s and staff in their first year of teaching
* To lead and provide training for the development of teaching and learning in Phonics and Reading
* Lead on the transition from EYFS to KS1 with the EYFS Lead
* To account for the provision of Phonics and Reading in the school
* Support teachers in planning appropriate strategies to achieve pupil progress target levels and objectives
* Monitor pupil standards and achievement against annual targets
* Ensure that relevant attainment / achievement targets are met across Nursery and Reception in all subjects
* Ensure that relevant attainment / achievement targets are met at the end of Reception, Y1 Phonics Screen Check, Year 2 Phonics retakes
* Monitor planning, curriculum coverage and learning outcomes
* Support and lead on phase and whole school assemblies
* Monitor standards of pupil behaviour and application
* Build effective links with the local community, including business and industry, in order to develop the school/subject/issue.
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| **Teaching and learning responsibility** |
| * Have overall responsibility and accountability for your phase area ensuring curriculum continuity, consistency, balance, match and progression
* Develop, demonstrate and promote teaching and learning activities appropriate to full age and ability range.
* Ensure that your classroom learning environment is of a quality that others can aspire to reach
* Support teacher in the year groups for planning and across the school for Phonics and Reading
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| **Monitoring and assessment** |
| * As part of the wider leadership team of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your phase area
* Monitor standards including recorded work as relevant to your phase area across the school including reviewing long and medium-term planning
* Take a lead role in pupil progress meetings for your phase and across the school as required by the Headteacher and Deputy Headteacher
* Take a lead role in the Baseline, End of Reception outcomes, Y1 Phonics Screen Check, Year 2 Phonics retakes and monitor, review and measure the impact of teaching and use information for target setting.
* As a leader of Phonics and Reading across the school, monitor, review and measure the impact of teaching across the whole school from Nursery to Year 6 and bridge the gap especially in transition years.
* Take a lead role in monitoring standards in Phonics and monitor, review and measure the impact of teaching and pupil progress through the analysis of data, organising interventions and target setting.
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| **Manage resources** |
| * Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area of responsibility
* Manage, monitor and accurately account for any budget for your area where appropriate.
* Evaluate, organize and monitor the use of resources
* In consultation with the Head/ Deputy headteacher deploy people and resources efficiently and effectively, within your phase, to meet specific objectives in line with the school development plans and financial context.
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| **Staff development** |
| * Act as a reviewer with the arrangements for the appraisal of all identified staff
* Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
* Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
* Ensure you keep up to date with current developments in your TLR area and disseminate information as appropriate
* Develop a Phonics Team of specialists in the school. Work with teachers and teaching assistants to build confidence and collaboration.
* Support colleagues in addressing any issues within your phase including working with parents
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