

Job Description

Job title	Early Years Phase Leader, Class Teacher, member of the Leadership Team
Responsible to	Headteacher
Responsible for	Teaching and support staff in the Foundation Stage
Purpose of Job	
<ol style="list-style-type: none"> 1. To carry out the duties of a school teacher as set out by the class teacher job description and the school teachers' pay and conditions document. 2. 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 Foundation Stage. 3. To be a member of the School Leadership Team and make a significant contribution to the strategic development and direction of the school. 	
Context of Role	
<ul style="list-style-type: none"> • The Early Years Phase Leader will be part of a wider senior leadership team, comprising of other phase leaders for different phases of the school. • The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise. • All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils. All teachers except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager. • For newly qualified teachers, subject leadership will be taken by his/her line manager during the first year of employment at the school. • Teachers in the upper pay scale can be expected to make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards. • In particular, teachers at UPS will: <ul style="list-style-type: none"> ○ provide a role model for professional practice in the school ○ make a distinctive contribution compared with other teachers ○ contribute effectively to the wider team. 	
EYFS Lead	
<p>The EYFS Leader will work in partnership with the Leadership Team to secure The Limes' development and success, ensuring exceptional quality education for all its pupils and high standards of learning and achievement for all. The main responsibilities for this post are:</p> <ul style="list-style-type: none"> • To lead and manage the phase team to provide exceptional quality learning for all children within a secure, happy and caring environment. • To support, develop and coach teaching and learning across EYFS, so that the school has a consistently good or better teaching • To lead and co-ordinate assessment across EYFS, maximizing pupil and parental engagement • To liaise effectively with the senior leadership team (SLT) to ensure consistency of approach in teaching and learning and the highest quality of education for all its pupils. • To contribute to, and promote, the vision, culture and ethos of the academy. • To support day to day leadership in school 	
Planning, Teaching, Class Management and Curriculum Development	

- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate.
- Lead and enable staff in planning, teaching and evaluation of teaching which enthuses and engages children in learning and ensures that high standards are recognised, valued and maintained in all areas of the curriculum.
- Provide feedback to teachers and disseminate examples of excellent planning and teaching.
- Lead a core subject across the academy.
- Work with teaching staff to promote best and innovative practice to enrich the range of teaching and learning styles in the school.
- Liaise with staff and parents to support positive well-being and good behaviour across the phase.
- Provide guidance to staff in feedback and assessment for learning and standards expected, in line with the academy's policies.
- Support colleagues to create a stimulating environment for learning.
- Take an active role within the academy's Appraisal policy in addition to supporting and promoting continuous professional development to ensure effectiveness and development of all staff.
- Liaise closely with staff and other professionals so that they are able to make a significant contribution to teaching and learning in the phase.
- To promote the maintenance of a tidy, well ordered area for your phase, which supports and reinforces learning.

Monitoring, Assessment, Recording, Reporting

- Ensure that planning, assessment, target setting, recording and reporting systems are implemented in line with academy policy.
- Monitor standards across the phase through observation, assessments, moderation and data analysis, and use this information to action required support – including setting targets for continuous improvement.
- Be able to present a coherent and account of the children's performance and other Early Years self-evaluation evidence in a form appropriate to a range of audiences, including governors, the LA, the local community, Ofsted and others.
- 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 development, and targets which secure the educational success of all EYFS children.

Strategic Leadership

- To promote and support the principle that all class based staff are leaders of learning.
- To be a strategic and supportive member of the wider senior leadership team.
- In consultation with the Headteacher and in line with the School Development Plan, create and implement an EYFS strategic plan, which identifies priorities and targets for ensuring that pupils achieve high standards and make good progress.
- Maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for children in Early Years.
- Lead by example, providing inspiration and motivation to your teams. Embody for the pupils, staff, governors and parents the vision, purpose and leadership of learning in EYFS.
- Have high expectations of all pupils and staff.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.
- Update teachers of changes to academy policy and ensure they are implemented effectively.
- Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents.
- Help develop a highly effective Early Years team through effective systems: organise and hold regular phase meetings to ensure good communication, consistency in practice and good pupil progress.
- Induct, support and monitor new staff within the phase.

Whole School/Other

- Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.
- Undertake decision making and policy development across the school.
- Be aware of and support difference and ensure that the school's equalities and diversity policies are followed.
- Lead team in ensuring effective communication with parents/carers, SLT, governors and the wider community.
- Attend and contribute to SLT meetings.
- Show a commitment to work outside directed time when required.
- Contribute to and provide evidence for the school Self-Evaluation Summary.
- Contribute and lead on specific areas of the School Development Plan.
- Implement and develop key initiatives across the school as required.
- Develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Headteacher. This job description will be reviewed annually and may be amended at any time, to meet the changing demands of the school, following discussion between the Headteacher and member of staff.

Person Specification

	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Extensive experience of working across the Early Years Foundation Stage, including nursery. • Proven highly successful teaching experience in EYFS • Leadership experience (leading a team or leading a wider-school initiative) in the primary phase 	<ul style="list-style-type: none"> • Experience of working with children across the primary age range. • Experience of working in a pre-school setting. • Experience of leading a core-subject. • Experience of effective involvement with parents and governors
Qualifications	<ul style="list-style-type: none"> • A relevant degree • Qualified teacher status 	<ul style="list-style-type: none"> • Evidence of recent additional educational qualifications (e.g. NPQML) • Current First Aid/Paediatric First Aid certificate
Safeguarding	<ul style="list-style-type: none"> • Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. • Commitment to the protection and safeguarding of children and young people • Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children 	<ul style="list-style-type: none"> • Experience/training in fulfilling the role of a Designated Safeguarding Lead
Knowledge	<ul style="list-style-type: none"> • A thorough understanding of what constitutes high quality in EYFS educational provision, the characteristics of effective Early Years settings, and strategies for raising standards and outcomes for EYFS children • An extensive knowledge and understanding of how to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership • Extensive experience of curriculum planning, implementation, assessing and recording. • Knowledge of statutory requirements for the end of Early Years and have experience of working with these. • A commitment to continuous professional development. 	<ul style="list-style-type: none"> • Know how to use local, national and statistics to evaluate the effectiveness of teaching. • Confident skills in ICT • Evidence of successfully mentoring or coaching teachers and NQTs