

JOB DESCRIPTION and PERSON SPECIFICATION

PHASE LEADER

Job Title: EYFS PHASE LEADER

Salary: TLR

Working time: A Phase Leader is not bound by 1265 hours.

Responsible to: Deputy Headteacher (Phase 1 and 2)

Job Purpose: To play a lead role in the development of the school in securing outstanding teaching and learning for all pupils.

To play a major role in the efficient management of the school day to ensure that the vision and aims of the school are fulfilled.

A. Planning

1. To take a major role in developing the School Improvement Plan, supported by a clear vision and agreed within the leadership team, of what is to be achieved, of the steps to be taken to achieve it and the success criteria against which improvements are to be monitored and evaluated.
2. To plan school priorities in accordance with national requirements through the involvement of a range of partners as necessary.
3. To establish the policies through which the vision and aims of the school can be achieved.
4. To identify the personnel to be involved in meeting those aims and objectives.

B. Delegation/Allocation

1. To involve all staff, where appropriate in the implementation of the School Improvement Plan to develop an outstanding education with particular regard to teaching and learning to the highest standards.
2. To insure that sufficient time and resources are allocated to fulfil the agreed aims and objectives.
3. To have an overview of the daily management and deployment of staffing.

C. Staff Development & Training

1. To set an example of outstanding teaching and learning across the school
2. To coach, mentor, support (and if needed plan with) other staff members in order to improve their practice
3. To have an overview of the annual training plan (to encompass all aspects of professional development) and ensure that it prioritises teaching and learning.

4. To create and support opportunities for development in teaching and learning for all staff, students, parents and carers when appropriate.
5. To use feedback from monitoring systems to create opportunities for developing the quality of education encompassed in the School Improvement Plan.
6. To lead by example, setting high standards for teaching and learning and initiatives that will impact on the priorities of the school.
7. To manage staff cover in your phase so that children are safe and well-educated.
8. To play an active part in the provision of staff development within school.
9. To lead by example in seeking opportunities for your own professional development.
10. To take an active role in the performance management of your phase.

D. Monitoring and Evaluation

1. To regularly monitor standards in pupil work and ensure that Academy Policies, such as marking are being adhered to.
2. To regularly review, through agreed success criteria, the effectiveness of the School Improvement Plan.
3. To regularly review the school's use of its resources, particularly the deployment of teaching and support staff in daily teaching and learning.
4. To develop robust systems for observing teaching and learning, providing clear feedback to teachers and whole staff, resulting in clear programmes for action drawing upon expertise both within and beyond the school.
5. To use quality assurance systems as one tool to monitor attainment and standards in teaching and learning.
6. To use assessment and performance data to monitor standards across the curriculum.
7. To monitor and evaluate the staff training plan, taking into consideration value for money and impact on attainment and pupil progress.
8. To monitor the environment in classrooms and the organisation of learning spaces to ensure they are outstanding
9. To constantly monitor and evaluate all school systems and ensure that they are promoted effectively and adhered to by all staff.

E. Communication

1. To set high expectations of behaviour throughout the school
2. To communicate clearly with all staff (including cover) about the day to day running of the school making sure that everyone is aware of their responsibilities in the daily organisation.
3. To communicate clearly the high expectations set for teaching and learning for all pupils to ensure there is a whole school culture of high expectations
4. To encourage creativity in the delivery of teaching and learning.
5. To develop a learning community, to encourage the exchange of ideas to develop teaching and learning.

F. Motivation

1. To role model achieving high expectations across the school
2. Maintain high standards of personal commitment and motivation.
3. Maintain a balance between what is realistically possible and idealistic.
4. To acknowledge and value staff's work, formally and informally.
5. To support and acknowledge the value of each member of the staff team.
6. Expect and acknowledge high standards of one another and other staff.

H. Innovation

1. To show initiative in order to maintain high standards across the Academy
2. To constantly examine the possibility of introducing new ideas into the school through being aware of current developments.
3. To maintain reality and avoid innovation overload.
4. To encourage all staff to develop new ideas and share with colleagues.
5. To keep up to date with educational developments by reading current material and attending courses.

I. Other specific academy duties

1. To lead EYFS
2. To lead early reading and phonics
3. To be a member of the Senior Leadership Team (SLT) and attend all SLT meetings

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

Person Specification

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria)

		E	D
Qualifications and Attainments	<ul style="list-style-type: none"> Qualified teacher with QTS or recognised equivalent Teaching experience within the age range and/or subjects applying for (NQT status may also be relevant) 	E E	
Skills and knowledge	<ul style="list-style-type: none"> Ability to create a stimulating and safe learning environment. Ability to establish and maintain a purposeful working atmosphere Ability to plans, prepare and deliver the curriculum as relevant to the age and ability group/subjects taught Ability to assesses and record the progress of pupils learning to inform next steps and monitor progress Ability to demonstrate a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom Ability to teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles Ability to deploy a wide range of effective behaviour management strategies Ability to demonstrate current knowledge and understanding of national and local education issues Ability to contributes to a culture of collaborative working to develop professional practice 	E E E E E E E E	D
Experience	<p>Demonstrable understanding of:</p> <ul style="list-style-type: none"> The developmental, emotional, social and educational issues of children and young people Awareness of the range of needs of children within the classroom Keeping children safe <p>Proven experience:</p>	E E E E	

	<ul style="list-style-type: none"> • Experience within teaching environment at relevant age level • Recent experience in work with children and families • Management Information Systems e.g. SIMS, G4S, MyConcern 	E	D
Personal Attributes	<ul style="list-style-type: none"> • Approachability, enthusiasm and creativity • Honesty and Integrity • Discretion • Patience, tolerance and sensitivity • Flexibility • Resilience • Organisational skills • Commitment to make a difference • Demonstrable commitment to personal CPD 	E E E E E E E E	
Additional Requirements	<ul style="list-style-type: none"> • This role is subject to an enhanced DBS • May be required to travel to other Trust locations or third party services as part of the role • Hold a driving licence and have access to own vehicle 	E E	D

Signed: _____ Post holder: _____

Signed: _____ Line Manager: _____

Date: _____

Review Date: _____