

Primrose Hill Primary School

Job Description for EYFS Leader & Class Teacher

Main Scale / UPS + TLR2b Full Time

Name:

Reporting To: Senior Leadership Team

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually. The Phase Leader may be expected to change responsibility roles and lead a different phase at the end of any given academic year at the request of the Head Teacher.

The purpose of the post:

To contribute significantly to the aims and successes of Primrose Hill Primary School by:

- Providing leadership, direction and management to ensure sustained improvement of the Early Years Foundation Stage.
- To share in and support the leadership of the school as a member of the Phase Leadership Team (PLT).
- To help lead the school in the policies and practices of continuous school improvement and staff development in relation to the Early Years Foundation Stage.
- Work as an excellent teacher, carrying out the professional duties of teachers as described in the School Teachers' Pay and Conditions Document (STPCD) and the teaching responsibilities indicated in the job description for main grade teachers Primrose Hill Primary School;
- working effectively as a member of the PLT and wider Leadership Team to help lead, develop and enhance the teaching practices of colleagues within a designated phase;
- Monitoring and improving standards across a designated phase.

To whom the person reports:

- the Assistant Head Teachers and the Head Teacher

The person's line-managed by the postholder:

- Identified support staff working in the n the phase/school.

Key EYFS Leader Responsibilities

- Take overall responsibility for the quality and standards of teaching and learning across the Foundation Stage, this to include providing analysis and reports to the Senior Leadership Team, county advisors and governors as required.
- To keep up to date with current developments in teaching and learning and in school improvement in the Early Years Foundation Stage and to share this with staff.
- To help to formulate the aims and objectives of the Early Years Foundation Stage and policies for their implementation.

- To play a major role in the development of high quality teaching and learning in the Early Years Foundation Stage. This will include the monitoring of curriculum planning and the giving of feedback and advice as well as assisting and supporting colleagues with the planning and delivery of a differentiated curriculum.
- To lead the Early Years Foundation Stage team in the delivery of a creative and stimulating curriculum.
- To seek ways of sharing good practice in the Early Years Foundation Stage and to ensure dialogue about teaching and learning amongst school staff.
- To ensure that the requirements of the Early Years Foundation Stage including arrangements for assessment and moderation are met.
- To ensure appropriate support for individuals and groups of pupils based on assessment data.
- To ensure that all the children in the Early Years Foundation Stage are able to learn and achieve to the best of their ability.
- To monitor and evaluate the impact of the policies, practices, targets and priorities in the Early Years Foundation Stage, identifying developments needed and working with the Senior Leadership Team to achieve them
- To ensure curricular policy development is focussed on continuous improvement.
- To share in and support the strategic leadership of the school and to bring out the potential for leadership in others.
- Make a significant contribution to the school's leadership tasks as a member of the Senior Leadership Team.
- To work in partnership with the Head Teacher and members of the Senior Leadership Team in the cycle of planning, implementation, review and evaluation of the School Plan.
- To work in partnership and fully support the Head Teacher in the implementation of school policies and practices and in the development of the school.
- To be an excellent role model of outstanding practice to all staff.
- To teach pupils across the Early Years Foundation Stage and to have class teacher responsibility for one class.
- To work alongside the Senior DSP to ensure that the safeguarding policy is followed and the statutory EYFS requirements are maintained.
- To act as a line manager for all staff in the Foundation Stage including performance management and ensuring individual professional development.
- To actively develop relationships with parents and the wider community, including pre-schools and nurseries.
- To manage the day to day staffing of the Foundation Stage.
Maintaining the ethos & principles of the school
- To co-ordinate the education programme for children within the EYFS by managing and supporting colleagues in their planning, preparation and practice, and by otherwise contributing to a stimulating learning environment in which children's development & welfare needs are met.
- To ensure pupils make progress in relation to their prior attainment to expected or better than expected levels
- To encourage enthusiasm and motivation for learning, positive attitudes and good behaviour
- To ensure effective teaching & learning
- To ensure good relationships.
- To ensure efficient & effective use is made of staff, accommodation & resources
- To ensure good relationships and effective communication with parents
- To encourage & direct all staff into appropriate developmental activities through performance management
- Alongside the Assistant Head Teacher, collect and analyse appropriate data on standards & progress through the Foundation Stage
- To formulate class organisation of Nursery and Reception alongside the Assistant Head Teacher & Inclusion Manager
- To make recommendations for development to address any issues identified

Management Responsibilities:

- monitoring and improving standards across the phase
- modelling lessons and team teaching
- carrying out lesson observations and supporting in Learning Walks
- monitoring of planning
- carrying out work scrutiny
- giving oral and written feedback to teachers, teaching assistants and the Senior Leadership Team
- lead teachers in planning, target setting and assessment for your phase
- moderating work against 'expected' levels of development
- significant and regular contributions to school improvement work and the self-evaluation process
- helping to write, edit and evaluate the SIP and the SEF
- exemplifying and facilitating good practice, high expectations and high levels of achievement
- implementation of Primrose Hill School policies
- being responsible for day to day management and organisation of the designated phase
- facilitating good communication within that phase and the other phases in school
- ensuring whole-school deadlines are met
- assisting staff as appropriate and acting as the first line of support to others in the discipline of pupils
- assisting and supporting staff in developing good relationships with parents in your phase
- acting as "Team Leader" for Performance Management for selected members of your phase (support staff), supporting their individual professional development and that linked to the needs of the school, and monitoring their work as appropriate, within the time available;
- attending all Phase Leadership meetings and wider Senior Leadership Team meetings unless otherwise directed by the Head Teacher
- leading phase meetings to help develop consistency in expectations, practice and standards and to promote school policies
- co-ordinating the administration statutory tests and assessment in the designated phase and assist teachers in that phase, and the Senior Leadership Team, to analysis results
- gaining an overview of how all the phases in school are working, within the time available
- contributing expertise, knowledge and ideas in Phase Leadership Team meetings in order to plan for continuous development and the raising of standards
- taking an active part in school life by attending Friends' or Governors' meetings as appropriate
- working to promote a positive ethos and supportive environment for all staff at all times
- ensuring own professional development of management skills, and knowledge and understanding of the designated phase
- developing, co-ordinating and monitoring transition systems and procedures
- Supporting the ongoing Induction of new staff, including mentoring.

Further responsibilities:

- being the first point of contact when a member of phase staff seeks advice
- organising / leading INSET in order to meet the needs of phase staff
- contributing to the development of planning and assessment in the phase
- Writing an annual action plan for the designated phase which ensures consistency of approach and high standards and meets the needs of the school as outlined in the SIP and SEF

Other duties and responsibilities:

To carry out such other duties, at the request of the Head Teacher, as may be required commensurate with the scope and grade of the post

Time:

The Phase Leader will receive weekly dedicated leadership release time. This is in addition to the PPA time already allocated. Any additional time needed for leadership duties needs to be negotiated with the Head Teacher or member of the SLT.

Accountability:

The post holder will:

- Account for the efficiency and effectiveness of this subject to the Governors and others, including pupils, parents and staff.
- Develop and maintain good relations and links with the Governing Body, parents, LA and neighbouring schools and the community

Agreed by:

Potholder: _____

Date: _____

Head Teacher: _____

Date: _____