

EYFS Phase Leader

(Reception and Pre-School)

Job Description and Person specification

Post Title: EYFS Phase Leader

Responsible to: Head of School

Responsible for: Phase, teachers and support staff

Salary Grade: MPS/UPS (dependent on experience) + TLR2a

The professional duties of teachers are set out in the School Teachers pay and conditions document and teaching standards, and describe the duties required of all teachers. In addition, the specific requirements of the post, along with the particular duties expected of the post holder have been set out below:

Job role:

- To be a member of the school Leadership team
- To be responsible as appropriate for the leadership, management and organisation of both reception classes (Birch and Cherry) and Pre-School class (Acorns)
- Support and secure the commitment of others to the vision, ethos and policies of the school and to promote high levels of progress and achievement within the school
- Teach pupils within the age range 3-5 years in accordance with the professional duties of a teacher demonstrating exemplary classroom practice which meets the aims and objectives of the EYFS statutory framework

In addition to the overarching duties the post holder will:

- Be responsible for securing the highest possible standards of pupil achievement and progress across the phase through monitoring, evaluating and setting goals for improvement

- Lead, develop and enhance the teaching practice of others by evaluating, supporting and coaching
- Be accountable for the strategic leadership and management of the EYFS, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies
- Be a line of communication between the phase staff and the Leadership Team and to liaise regularly with the Executive Headteacher, Head of School and Assistant Head(s) to monitor pupil progress
- Support the implementation of the School Development Plan and take responsibility for delegated aspects
- Take an active role in School Self Evaluation
- Motivate, inspire and support all staff, governors, pupils and parents
- Ensure that parents are well informed about the curriculum, targets, their child's progress and attainment in the Phase
- Lead as required and be a strong ambassador for new initiatives across the phase and the whole school
- Work with the teaching team and school SENDCo to ensure that children with additional needs are identified early and relevant support provided, so that all children can achieve their full potential
- Ensure that the transition processes into Pre-school, Reception and Year 1 are supportive to parents, children and fellow practitioners
- Ensure that all mandatory assessments (RBA and EYFSP) are undertaken.
- Work collaboratively with the other Key Stage Leaders to ensure the continuing success of the school
- Lead regular team meetings/ discussions/ planning meetings
- Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities
- Report any causes for concern relating to the welfare and safety of children to the designated person
- Support the Head of School in the deployment of staff in the key stage, and support those staff in their duties
- Work with the Executive Headteacher and Head of School in establishing priorities for expenditure for the phase, and in monitoring the effectiveness of spending and usage of resources
- Support the Head of School in maintaining high occupancy rates within EYFS to maintain a full NOR

Any task required to support the school and the SLT. The above duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head of School and Executive Headteacher.

Person Specification – EYFS Lead and member of Senior Leadership Team

	Essential Criteria	Desirable Criteria
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Degree 	<ul style="list-style-type: none"> • Evidence of relevant, ongoing learning and professional development relating to EYFS • Leadership training • DSL
Experience	<ul style="list-style-type: none"> • Successful teaching in EYFS with a proven track record of raising attainment for all pupils • Experience of monitoring and evaluating teaching and learning • Experience of monitoring and recording pupils' academic development 	
Professional attributes	<ul style="list-style-type: none"> • Exemplary classroom practitioner • Enthusiastic, creative and willing to learn • Ability to build effective working relationships with staff and other stakeholders • Be proactive in maintaining own professional development and willing to seek help from others when needed • Implements and contributes to whole school improvement • Sets examples of high personal standards • Establishes professional, supportive and appropriate relationships with parents/carers and other professionals • A commitment to take part in all aspects of the life of the school, including meetings, training, special events and other activities as required • Sets high expectations for self and others and a strong commitment to raising standards • Confident IT user 	<ul style="list-style-type: none"> • Evidence of continued professional development
Skills and knowledge	<ul style="list-style-type: none"> • Expert knowledge and understanding of the EYFS statutory framework • Expert knowledge of EYFS pedagogy and how children learn • Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve • To have experience and understanding of working with children with SEND • To be able to manage behaviour effectively using a range of positive strategies 	<ul style="list-style-type: none"> • Experience of delivering and participating in curriculum development

	<ul style="list-style-type: none"> • Ability to build effective working relationships with pupils • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others 	
	<ul style="list-style-type: none"> • Ability to analyse, interpret and respond to school performance data • Ability to use assessment effectively to set clear targets for pupil achievement and to inform future learning • Good understanding of how children learn effectively • A positive approach to the outdoors and the ability to use the outdoor environment to support children across all areas of learning • Successfully delivers inclusive practice to ensure equal opportunities for all 	
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for all pupils • Uphold and promote the ethos and values of the school • Be resilient and demonstrate the ability to work under pressure. • Excellent people skills – motivating, nurturing and challenging children and adults to achieve • Be well-organised, enthusiastic, energetic and flexible • Self-motivated and able to take initiative and responsibility • Maintain confidentiality at all times • Commitment to safeguarding, equality, diversity and inclusion • Ability to remain positive and retain a sense of humour! 	

