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**RUSHMORE PRIMARY SCHOOL**

**EARLY YEARS PHASE LEADER**

**JOB DESCRIPTION**

The duties and responsibilities of teachers, whether on the main professional grade, or during any period of induction, are spelled out in the Schoolteachers’ Pay and Conditions Document 2017 (and as amended). The following is a list of specific activities and responsibilities that the post holder will be required to carry out in addition to the general responsibilities of a class teacher.

This job description is not necessarily a comprehensive definition. It will be reviewed at least once each year and it may be subject to modification or amendment at any time in consultation with the Head teacher.

**Core Purpose**

The Early Years Phase Leader will have overall responsibility for the teaching, learning and pastoral care of all pupils in Nursery and Reception

To be responsible and accountable for securing the highest standards of pupil achievement across the Early Years, through effective monitoring, evaluation and review of learning progress and teaching outcomes and setting targets for improvement.

Lead, develop and enhance the teaching practice of the Early Years staff.

Take responsibility for promoting and safeguarding the welfare of children within the school.

To teach a Nursery or Reception class, ensuring the full development of pupils by teaching an effective, exciting curriculum in line with requirements, the aims of the school and the needs of the individuals. To be involved with the development of the whole school

**Professional Duties**

The Early Years Phase Leader, in addition to carrying out the professional duties of a teacher, including those duties particularly assigned by the Head teacher, shall:

1. Play a major role under the overall direction of the Head in:
2. Formulating aims and objectives of the school
3. Establishing the policies through which they shall be achieved;
4. Managing staff and resources to that end; and
5. Monitoring progress towards their achievement
6. Undertake the following specific duties;
7. Promote a positive ethos and implement the school’s behaviour policy

To foster the belief that all children have the right to receive an excellent education, in a mutually respectful, caring environment which meets every child’s needs. To develop and ensure consistency among teachers and support staff in dealing with behaviour and to take a key role in ensuring that high standards of behaviour are maintained at all times across the school.

You are expected to be flexible and take on new responsibilities in the context of whole school developments and your own professional development

1. Monitor curriculum development and evaluate achievement

In conjunction with the appropriate post holder and Head teacher monitor the quality of teaching, curriculum development and standards of attainment across the Early Years Phase, playing a key role in devising and monitoring the school improvement plan

1. Communication

Support the Headteacher in developing and maintaining effective communication between children, staff, parents, governors and the wider community

1. Performance Management and Staff Development

To act as an NQT mentor and staff appraiser, advising and supporting all staff and contributing to their individual professional needs

1. Day-to-day Management

To assist the Headteacher in ensuring that the school runs smoothly and act in a management capacity as the need arises. This includes:

* Responsibility for teaching a nursery or reception class
* Drawing up timetables and rotas to ensure the efficient use of premises and efficient deployment of staff
* Provide support for staff and pupils within an overall pastoral role

**RUSHMORE PRIMARY SCHOOL**

**EARLY YEARS PHASE LEADER PERSON SPECIFICATION**

**Qualifications**

Qualified Teacher Status or, if overseas trained, undertaking to achieve English qualified status within 1 year and evidence of appropriate subsequent in-service training.

**Experience**

Minimum of 4 years recent successful teaching experience preferably in an inner city multi-cultural school.

Experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a school.

Proven experience of high standards of Early Years classroom practice and of leading an area of responsibility.

**Personal Qualities**

Evidence of the personal and intellectual qualities required to set an example to others and to lead a team,

Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.

**Commitment to Excellence**

Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.

**Leading and Managing Change**

Evidence of a clear view about the future development of area of responsibility in schools and an ability to manage change.

Evidence of the skills and abilities required to advise teachers in their planning for area of responsibility teaching.

**Educational and Curriculum Matters**

An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.

Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.

A thorough knowledge of the area of responsibility including its specific requirements in relation to the Early Years Foundation Stage and learning strategies for children of all abilities.

Evidence of good general knowledge of the requirements of the Early Years Foundation Stage

Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.

**Performance Review**

Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.

To act as an NQT mentor and Staff Appraiser, advising and supporting all staff and contributing to their individual professional development.

**Record Keeping**

Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school.

**Behaviour and Ethos**

Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well ordered and self disciplined behaviour throughout the school.

**Needs of Young Children**

Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning.

**Interpersonal Skills**

Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff from relevant agencies as required.

**Communications**

Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.

**Health and Safety**

Ensuring the safeguarding and welfare of all pupils

An understanding of the responsibility of the Early Years Phase Leader with regard to the health and safety of pupils in their care.

**Equal Opportunities**

Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child’s identify is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.

**DISQUALIFYING FACTORS**

An indication of sexist, racist or anti-disability attitudes or any other attitudes inconsistent with the Council’s Equal Opportunities policy