



Information Pack EYFS Phase Leader



Dear applicant,

Thank you for your interest in a role at West Drayton Academy. I hope you find this information pack a useful introduction to our school. West Drayton Academy is a large, expanding school in Hillingdon, a short train ride from Ealing and London Paddington.

Our aim is for all pupils to be proud. We place values and skills at the core of our curriculum and empower families to support and learn with their child. Above all else, we share the belief that our young people are capable of excellence.

As a leader at West Drayton Academy, you will have fun and feel challenged and valued every day. Pupils behave exceptionally well because they are taught well and relationships are strong. Our pupils are energetic, respectful and grateful. Parents are supportive and recognize that we are a team around their child.

We aim for the highest academic standards for all our pupils and believe that all children are capable of excellence. In addition to a rigorous academic experience, the pupils at West Drayton Academy will receive opportunities and experiences to enrich their learning.

The successful candidate will have the relevant experience for the post, the drive and enthusiasm to help get students, staff and parents involved with their work and the flexibility to fit within a dedicated team. Outstanding teaching and learning is at the heart of school development.

The deadline for applications is 12pm on Monday February 5th 2018. For further information about the Academy, please visit our website. If you have any queries or to discuss the role please contact Principal, Richard Yates, on 01895 442904 or wdaoffice@theparkfederation.org

We wish you the best with your application and look forward to meeting you.

Yours sincerely, Richard Yates, Principal, West Drayton Academy

Why West Drayton Academy?

- We serve a diverse, supportive and high need community
- Receive holistic, challenging and supportive CPD
- An extended conference each academic year
- Practical London transport links
- Excellent learning environment
- Be part of a dedicated, progressive and enterprising leadership team
- Opportunity to work alongside colleagues from seven partner schools within the Park Federation



'A dedicated staff team has been created. The staff are unreservedly positive about the work of the school and committed to the vision for continuous improvement.'
Ofsted 2015



Our School Values



Work together

Engage with learning

Aim high to reach our goals

Respect others, ourselves and our environment

Enjoy school

Persevere until we succeed

Reflect and improve

Offer (and accept) support, especially when mistakes are made

Unite as a community

Dream about a brighter future



Our School Vision



A photograph of four young girls dressed in Egyptian-themed costumes. The girl on the far left has red face paint on her cheek and wears a large, ornate gold and blue collar. The girl next to her is smiling and wears a silver headband and multiple necklaces. The girl behind her wears a gold headband with a central emblem. The girl on the far right wears a gold headband. They are all looking towards the camera against a warm, orange-toned background.

'The school has developed an exciting curriculum. It places a strong emphasis on pupils' personal development. This supports West Drayton pupils to become self-confident, respectful and aware of others' views.'
Ofsted 2015



Teaching
& Learning
team

School
Management
Team

School
Leadership
Team

Principal:

Teaching & learning, leadership and management, achievement, self-evaluation, finance, safeguarding, H&S, behaviour, attendance, CPD

Vice Principal

Teaching & Learning, Inclusion, child protection, Inclusion appraisal, pupil premium, breakfast club, lunchtimes

Deputy Principal

Teaching & Learning, KS2 teacher appraisal, assessment, subject line management, trainee teachers & work experience, rota and schedules.

Vice Principal

Teaching & Learning, EYFS & KS1 teacher appraisal, curriculum, subject line management, community & communications

SENCO
T&L
1:1 LSA
appraisal

**Phase Leader
(UKS2)**
T&L
Support staff
appraisal

**Phase Leader
(LKS2)**
T&L
Support staff
appraisal

**Phase Leader
(KS1)**
T&L
Support staff
appraisal

**Phase Leader
(EYFS)**
T&L
Support staff
appraisal

**Year Group
Leader**

T&L

**Year Group
Leader**

T&L

**Year Group
Leader**

T&L

'Health and safety practice is
outstanding due to the highly
effective systems at the school.'
Ofsted 2015



Job description Phase Leader: Responsible for either EYFS, KS1, LKS2 or UKS2; responsible to the Vice or Deputy Principal; MPS/UPS +TLR 2b

Responsible for: Exemplar practise; modelling for and supporting staff in their phase; Accountability for Phase data

General duties

The education and welfare of a designated class of pupils, in accordance with the requirement of Conditions of Employment of School Teachers, having due regard to the requirements of the:

- National Standards for Qualified Teachers
- National Curriculum
- School's aims, objectives, key priorities, core values and schemes of work
- Policies of the Governing Body.

To share in the corporate responsibility for the well being and discipline of all pupils.

Main Activities and Specific Responsibilities

- To organise, manage and develop a resource based teaching/ learning environment that provides opportunities for independent learning and the development of autonomy for all pupils in the group.
- To foster the growth of the whole child, spiritually, intellectually, socially, emotionally and physically.
- To set high standards of achievement and demonstrate the best possible results and outcomes.
- To ensure that accurate, regular assessment (in accordance with school policy) is carried out and that assessments inform future planning.
- To be aware of the individual needs of the pupils and to match activities and situations to meet these needs.
- To work as a member of the staff team in ensuring the delivery of whole-school policies and keep abreast of current developments and good practice in Primary Education.
- To support the ethos of the school and to contribute to the general well being of all the members of the community: pupils, parents, colleagues, governors and all others involved.
- As a leader in our community, to set appropriate standards of dress, language and behaviour.
- To respond to such reasonable requests as are made by the Principal.

Characteristics of a class teacher at West Drayton

Professional Knowledge

- secure knowledge of the National Curriculum
- challenges pupils' thinking, learning attitudes, understanding and independence
- plans effectively according to school's policy
- uses appropriate methods and strategies
- manages pupils' behaviour effectively – according to school policy and procedure
- uses assessment according to the school's policy and procedure to inform teaching

Professional Ability

- sound understanding of children and how they learn
- sound understanding of English, Mathematics and Science
- reflects and researches own practice to support professional and personal development
- is a learner and therefore keeps up to date



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Interpersonal Skills

- is flexible and adaptable
- has good time management
- is a good listener
- has the ability to empathise
- can work well in a team
- is well organised and can organise others
- is creative, enthusiastic, dynamic, sensitive and motivates
- has the ability to take risks in order to challenge pupils
- develops and maintains good professional relationships with colleagues, parents and external agents
- maintains confidentiality

We expect the following qualities of teaching from our teachers:

They should:

- Be able to play a positive role in the decision-making process in the school
e.g. Discussions of aims, philosophy, curriculum maps, policy statements, schemes of work
- have a secure knowledge and understanding of the subjects they teach
- set high expectations so as to challenge pupils and deepen their knowledge and understanding
- plan effectively to meet the needs of all pupils
- employ methods and organisational strategies which match curricular objectives and the needs of all pupils
- use time and resources effectively
- they should manage pupils well and achieve high standards of behaviour
- assess pupils' work thoroughly and constructively, and use assessments to inform learning and teaching



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Leadership responsibilities

To have leadership responsibility - in accordance with the National Standards for Subject Leaders and whole school policies and to lead aspects of the Academy Development Plan.

- To lead the phase in raising standards and improving aspects of learning and teaching.
- To performance manage the support staff in the phase in which you work.
- To ensure that the statutory frameworks are fully implemented and that all welfare requirements are met.
- To write a phase action plan and frequently evaluate with the phase team and their line manager.
- To keep relevant policies up to date and share frequently with all phase staff. To model policy into practise
- To support effective transition of pupils in accordance with whole school procedures and policies.
- To work within agreed terms of reference for the Senior Management Team
- To attend courses and keep informed of current developments and to disseminate to staff.
- To play a full part in the development of the ADP (Academy Development Plan)
- To manage an agreed strategic area of the ADP.
- To oversee progress and support staff in achieving targets agreed with other staff and included in the plan.
- To report to the SMT on progress.
- To participate fully in whole-school self-evaluation, to include:
 - monitoring
 - evaluation
 - data analysis
 - focused observations of children at work and of teaching
 - work scrutinies
 - evaluation of teachers' plans and children at work
- To act as a role model for other staff.
- To communicate effectively and frequently with parents.
- To be highly visible in the school at times of significant movement around the building, such as before and after school, break-times and lunch-times.
- To contribute to evaluations of whole-school ethos and quality of relationships.
- To play a major role in exemplifying the ethos of West Drayton Academy in terms of:
 - relationships
 - behaviour management
 - professional example
 - communication
- To lead teams of colleagues as required by the strategic development plan and school priorities.
- To act as a team leader for performance management, or a mentor for students, as required.
- To liaise with outside agencies where appropriate.

This job description may be amended at any time after discussion with you.



Person Specification Phase Leader: Responsible for either EYFS, KS1, LKS2 or UKS2; responsible to the Vice or Deputy Principal

Below you will find the Person Specification that will be guiding us in filling the post. We shall gather the information we require through reading your application form, observing you teach, asking questions at the interview and requesting references. By telling you in advance about the type of person we are looking for, you will be able to see whether you are the right person for the post and ensure you are well prepared for the interview. It is strongly recommended that you provide a letter of application setting out examples of activities, previous work experience or qualifications you have gained stating clearly and succinctly how well you meet the numbered points. In choosing references it would be appropriate to list people who can substantiate what you tell us.

Qualifications and training			
	Have:	Essential	Desirable
1.1	Qualified teacher status	/	
1.2	A degree or equivalent	/	
1.3	Evidence of significant professional development that is relevant to a position of senior management	/	

Teaching and management experience			
	Have:	Essential	Desirable
2.1	At least three years' successful teaching in the primary school age range		/
2.2	Successfully carried out policy development, implementation and evaluation		/
2.3	Experience of working with children with a range of needs		/
2.4	Consistent teaching observation grades of good or outstanding	/	
2.5	Raised the achievement of a significant group of pupils across the ability range	/	
2.6	Experience of management and implementation of local and/or national initiatives		/
2.7	Successfully promoted high standards of behaviour and a positive ethos within a school	/	
2.8	Effectively taught in EYFS, KS1 or KS2	/	



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Person Specification, cont....

Professional knowledge, understanding, skills and attributes			
	Have:	Essential	Desirable
3.1	Understanding of effective teaching and learning	/	
3.2	Secured effective teaching and learning	/	
3.3	Monitored teaching and learning		/
3.4	Worked with the governing body		/
3.5	Deployed people and resources efficiently and effectively to meet specific objectives		/
3.6	Analysed and interpreted data to support the setting and meeting of challenging objectives		/
3.7	Awareness of current educational issues and their implications for schools.		/
3.8	Shared significantly in accountability to the governing body, parents, pupils, staff and/or the LEA for the effectiveness and efficiency of an aspect of the school		/
3.9	A commitment to effective teaching and learning and raising achievement for children through a broad, balanced and stimulating curriculum	/	
3.10	A range of appropriate leadership styles		/
3.11	Personal flexibility; preparedness to adapt and find creative solutions	/	
3.12	Ability to lead teams and create positive, inclusive team spirit	/	
3.13	High standard of communication skills, oral and written, for a range of audiences	/	
3.14	Personal 'presence'; warmth, sense of humour, maturity, approachability	/	

Equal opportunities

	Have:	Essential	Desirable
4.1	A commitment to providing equal opportunities in both the curriculum and pastoral care	/	
4.2	Experience of promoting equal opportunities in staff recruitment, promotion, training and/or employment		/
4.3	Valued the needs of individual children and the diversity of their cultural backgrounds, providing equal opportunities in access to learning	/	

