



EARLY YEARS FOUNDATION STAGE PHASE LEADER

School: Primary

Location: Across both Al Waab and West Bay

Contract: Rolling fixed-term contract

Working Hours: Full-time, 7.00am until 2.00pm, Sunday to Thursday

Closing date: 2 January 2018

To apply for this vacancy, please complete an application form, available at www.dohacollege.com/vacancies.
CVs will not be accepted.

If you have any queries about working for Doha College, please contact recruitment@dohacollege.com

JOB DESCRIPTION

Primary Objective of Role

The primary role of the Phase Leader is to lead the staff within the EYFS phase (12 classes) to ensure high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.

Accountability and Responsibilities

General Responsibility

- Liaise effectively with senior colleagues to ensure consistency of approach in teaching and learning across the school
- Promote the vision, culture and ethos of Doha College
- Provide cover for class teachers when appropriate
- Support transition between phases
- Lead communication with all stakeholders on information relating to EYFS



Key Responsibilities:

- Leading, developing and enhancing the teaching practice of others
- Provide an excellent role model for pupils and for staff, by practice that sets a standard for other teachers to emulate
- Lead staff in planning, teaching and evaluation of teaching to raise standards: both formally and informally
- Provide guidance to staff in marking and assessment for learning, and standards expected
- Work with the teachers to promote best and innovative practice to enrich the range of teaching and learning styles in the school
- To support colleagues to create a stimulating environment for learning
- Lead CPD
- Lead on the process of Professional Development within the phase

Management Responsibility:

- Lead and manage teachers in the phase
- To enable all teachers to achieve expertise in planning and teaching through example, support and by leading or providing high quality professional development opportunities
- Lead regular phase meetings to ensure continuity in teaching and learning
- Update teachers of changes to Doha College policy
- Organise materials for, and co-ordinate Assessment weeks
- Liaise closely with support staff and other professionals so that they are able to make a significant contribution to teaching and learning within the phase
- Liaise with staff to ensure smooth transition from one phase to another, including coordination of the 'handover' of relevant documents
- Induct, support and monitor new staff within the Phase, including mentoring of NQTs
- Keep abreast of curriculum developments, support and monitor best practice across the College and ensure its dissemination
- Coach and mentor staff through a programme of whole school, phase and individual professional development as needed
- Monitor and evaluate the quality of teaching and learning and standards within the phase, using a variety of methods including tracking, data analysis, observing lessons, monitoring plans and bookwork, speaking to children about their learning
- Use the above information to action required support including setting targets for continuous improvement
- Establish staff and resource needs and make appropriate recommendations to the leadership team for expenditure
- Maintain existing phase resources, ensuring all staff are familiar with these, and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside of the College
- Ensure parents and relevant stakeholders are well informed about subject policies, plans and priorities, the success in meeting objectives and targets and the progress against action plans
- Ensure that planning, assessment, target setting, recording and reporting systems are implemented in line with school policy
- Provide feedback to teachers and disseminate examples of good/excellent planning and teaching

Other:

- Safeguard the health and safety of self and others in accordance with Doha College Health and Safety Policy
- Provide class teacher cover where necessary
- Contribute to decision making and policy development across the Primary setting

- Lead phase team in ensuring effective communication with parents/carers, SLT, governors, College and wider community
- Attend and contribute to Primary Leadership meetings
- Promote good behaviour around the school and support colleagues in promoting good behaviour
- Show a commitment to work outside directed time when required
- Contribute to and provide evidence for documentation required for inspection
- Contribute to and lead on specific areas of the Doha College Development Plan
- Implement and develop key initiatives across the school as required
- Develop personally and professionally through reflection on own practice and private study, keeping abreast of new initiatives
- Participation in appropriate in-service programmes

PERSON SPECIFICATION

Key Requirements

Qualifications

- Qualified Teacher Status
- Evidence of recent professional development
- Degree and/or relevant qualifications
- Training in leadership and management issues and skills

Experience

- Experience of successfully leading and managing a year group
- Experience of School improvement and evidence of impact on teaching and learning
- A working knowledge of strategies and techniques for raising pupil attainment generally including different groups of pupils
- Experience of a range of summative and formative assessment procedures
- Experience of working in Foundation Stage and KS1 or KS2
- Experience of allocating and managing a budget
- Experience of whole school assessment processes

Skills, Knowledge and Abilities

- Good understanding of HPL and evidence of best practice in teaching and learning
- Have a good understanding of National Curriculum requirements and appropriate Primary frameworks
- Knowledge and experience of school development planning
- Ability to analyse, interpret and act on performance data
- Experience of target setting
- An excellent classroom practitioner able to lead by example
- Knowledge and experience of a range of teaching and learning styles and strategies including the use of IT
- Experience of observing and evaluating the quality of learning and teaching
- Ability to identify and action areas for improvement
- Experience of mentoring or supporting colleagues
- Experience of organising/delivering teacher or support staff training
- Experience of undertaking appraisal
- Experience of supporting whole school behaviour management
- Empathy with children
- Ability to remain positive, professional, enthusiastic and maintain a sense of humour when working under pressure

- Adaptable and flexible
- Strong interpersonal skills: ability to lead, motivate, challenge and inspire colleagues and give feedback in a supportive manner
- Able to build team capacity
- Able to establish credibility with all staff
- Able to establish positive relationships with parents, carers, colleagues and governors
- Excellent attendance and punctuality record
- Proven ability to maximise resources
- Able to maximise potential of all staff
- High expectations and a commitment to raising standards of attainment
- Commitment to equal opportunities and equal value for students and colleagues
- Able to embrace change and help others to manage the change process
- Good organisational and personal management skills
- Able to work effectively as part of teams at all levels
- Commitment to safeguarding procedures