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| **JOB DESCRIPTION****Description: H:\Amalgamation 2010\New School Logo and Stationery\JPGs Word and digital use\Thomas_Buxton_RGB_Standard.jpgPhase Leader (Early Years Foundation Stage)** |
| **NAME OF SCHOOL: Thomas Buxton Primary School**  |
| **POST TITLE:****Phase Leader (Early Years Foundation Stage)**  | **GRADE:****MPR/UPR + TLR2c** |
| **RESPONSIBLE TO: Headteacher****STAFF SUPERVISED: Class Teachers, Senior Nursery Nurse, Support Staff within phase****RESPONSIBLE FOR: Leadership and Management of the Curriculum and Development of Teaching and Learning across the Foundation Stage** |
| **GENERIC TEACHER ROLE*** To carry out the duties of a school teacher as set out in the current School Teachers’ Pay and Conditions document and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher.
* To demonstrate good inclusive practice with particular reference to children with special educational needs, more able children and children with English as an additional language.
* To be committed to and actively promote the school’s equal opportunities policy.
* To uphold the school’s principles and policies which underpin good practice and the raising of standards.

**JOB PURPOSE****Section 1 - Job purpose and accountability*** Work with the Head Teacher to provide professional leadership for the school which secures its success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement.
* Ensure that teaching and learning in the EYFS meets the needs of all children.
* Lead the development of an innovative, creative curriculum that meets the requirements of the Early Years/Foundation Stage orders but also meets the needs of children
* Lead and monitor all aspects of pastoral and inclusion support within the phase so that children and families are fully included.
* Ensure that aspects of outstanding early years practice, knowledge and expertise is shared appropriately throughout the school.
* To lead and manage an aspect of the National Curriculum across the school as delegated within the role.

**In addition to carrying out the professional duties of a teacher (as described in the ‘School Teachers’ Pay and Conditions Document’ the Early Years Phase Leader will be responsible for:****SENIOR MANAGEMENT RESPONSIBILITIES*** To lead a team of teachers and support staff.
* To identify professional development needs and co-ordinate staff development programmes to raise levels of achievement.
* To be involved with the development of whole school policies from 3-11 within your own area of responsibility and within others.
* To be an active member of the Leadership and Management Team and work as a team ensuring appropriate professional conduct and confidentiality where appropriate.
* To actively support all policy decisions.
* To work with the Leadership team on interpreting and using data to set effective targets to raise achievement.
* To assist in planning and implementing timetables, rotas and systems to ensure the smooth day to day running of the school.
* To co-ordinate and assist with school events, during and out of school hours.
* To organise and lead assemblies.
* To actively support staff in maintaining high standards of behaviour among all pupils throughout the school.
* Present initiatives, policies and progress against the School Improvement Plan targets to Governors and other Stakeholders.

**Appraisal CRITERIA*** Appraisal assessment will be based on the responsibilities listed above and measured against the Teachers’ Standards (revised April 2013). Judgements will be made against these as part of the school’s performance management cycle. In addition, the following standards will be considered where there is an application to progress through the threshold and onto UPS2 and UPS3:

**Knowledge and Understanding** * Demonstrate a thorough and up-to-date knowledge of the teaching of your subject and take account of wider curriculum developments which are relevant to your work

**Teaching and Assessment** * Demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils’ individual learning needs
* Demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management and, at UPR2 level: *with the majority of your lessons at least “good” or better in OfSTED terms.* (Ref AESOPP)
* Demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback

**and at UPR3 level:*** **Make a distinctive contribution to raising pupil standards** (Ref STRB)

**Pupil progress*** Demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils’ prior attainment, making progress as good or better (at UPR2 level “*better*” Ref AESOPP) than similar pupils nationally. (This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.)

**Wider Professional Effectiveness*** take responsibility for your professional development and use the outcomes to improve your teaching and pupils’ learning
* make an active contribution to the policies and aspirations of the school
* and at UPR2 level: *seek to share your expertise with colleagues* (Ref AESOPP)

**and at UPR3 level:*** **Take advantage of appropriate opportunities for professional development**
* **Use professional development effectively to improve pupils’ learning**
* **Contribute effectively to the work of the wider team**
* **Play a critical role in the life of the school** (Ref STRB)

**Professional Characteristics*** Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:
* inspiring trust and confidence,
* building team commitment,
* engaging and motivating pupils,
* analytical thinking,
* taking positive action to improve the quality of pupils’ learning.

**and at UPR3 level:*** **Provide a role model for teaching and learning (**Ref STRB)

**Undertake any professional duties of the Headteacher reasonably delegated to the post-holder by the Headteacher. All staff are expected to uphold the school’s principles and policies which underpin good practice and the raising of standards across the school.** |
| **Safeguarding Children**The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance. |
| **ORGANISATIONAL DETAILS**The post holder will be line managed and performance managed by: The HeadteacherThe above job description was agreed on …………………………… (date). This job description will be reviewed regularly and may be subject to change with appropriate consultation. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signed by (Post holder)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_H:\Admin and School Organisation\LF E Signature.jpg\_\_\_\_\_\_\_Signed by (Headteacher)  |