

EARLY YEARS PHASE LEAD JOB DESCRIPTION

Job Title:	Early Years Phase Lead
Line Manager:	Head of Early Years

Purpose of Job

- To assist in developing the Teaching and Learning across Early Years with a particular focus on student progress.
- To support the Head of Early Years in monitoring and evaluating academic outcomes in Early Years as well as guiding the implementation of relevant intervention strategies.
- To support the growth of a successful, enthusiastic and cohesive Early Years team of Class Teachers, Support Teachers and nannies.
- To inspire colleagues to fully engage with their respective roles in line with the Code of Conduct and values and ethos of Harrow Shenzhen.

Duties and Responsibilities

1. Assist in the daily management of the Phase.
2. To ensure the highest standards of pupil achievement across Early Years by liaising with the Head of Early Years to effectively monitor, evaluate, report and review learning, progress and student outcomes.
3. Collaborate and support colleagues in achieving the School priorities and targets as well as monitoring the progress towards meeting them.
4. Carry out work scrutiny and monitor planning to ensure high standards and continuity across the School with a particular focus on Early Years Learning Goals.
5. Support Class and Support Teachers in Early Years by establishing good relationships in order to encourage excellent working practices.
6. Liaise with the Head of Early Years to develop and enhance Early Years teaching practice through mentoring and coaching as well as a cycle of evaluation, guidance and target setting.
7. To exemplify outstanding classroom practice and be able to provide lesson demonstrations for staff as part of Harrow Shenzhen on-going Professional Development.
8. Support, guide and advise staff in all aspects of their work, which includes disseminating important information to the relevant Early Years staff.
9. Closely monitor and enhance the work of Early Years staff by sharing examples of best practice in areas relating to teaching, planning, student progress and the relevant use of resources.
10. Liaise with the Head of Early Years on matters of Behaviour, Uniform, Attendance and Punctuality within the Phase.
11. Assist with parent meetings and workshops in close consultation with LS SMT.
12. Responsible for the organisation and upkeep of Early Years resources.

Harrow is committed to the safety and protection of children.

All employees are expected to comply with our School Child Protection and Safeguarding Policy.



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13. Support the Head of Early Years in the induction of new staff and pupils.

14. To take seriously the responsibility to safeguard and promote the welfare of children, and to work together with others to ensure adequate arrangements within the School help to identify, assess, and support children who are suffering harm.

Other important features or job requirements

- To carry out the duties of a Class Teacher as set out in the Class Teacher Job Description.
- To exhibit the highest professionalism in all areas of work as well as being an outstanding classroom practitioner.
- To ensure all School policies and practices are being delivered and followed.
- To understand and communicate Harrow's Strategic Aims and Vision to staff, parents and students.
- To challenge inadequate performance in any area across the School and keep LS SMT informed.
- To ensure regular planning meetings are held across Early Years and planning documents are uploaded to Sharepoint.
- To monitor the regular upkeep and high quality of year group pages.
- To create a positive team spirit delegating and negotiating effectively and sensitively.
- To support LS SMT with the organisation and coordination of events including Year Group trips, assemblies, Open Days and any other events hosted by Year Groups.
- To support Early Years staff in the management of pastoral matters.
- To carry out Observations and Learning Walks when required.
- To be committed to Safeguarding and the promotion of student welfare.
- To actively promote staff well-being within Early Years.

Person Specification

	Essential	Desirable
Behaviours	<ul style="list-style-type: none"> ▪ Be a role model for Harrow Staff Code of Conduct. ▪ Support the School's values and ethos. ▪ Be highly motivated, ambitious and collaborative and willing to take initiative. ▪ Have high levels of honesty and integrity in aspects of their role. ▪ Demonstrate empathy, humility and genuine care about staff, taking time to support, guide and motivate them. ▪ Be able to think strategically and drive improvements in teaching and learning within the Key Stage. ▪ Maintain positive relationships with all staff. ▪ Be flexible and able to manage change. 	<ul style="list-style-type: none"> ▪ Show evidence of establishing clear goals that led to improved student outcomes.

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Skills and Knowledge	<ul style="list-style-type: none">▪ Excellent organisational and interpersonal skills.▪ Excellent communication skills.▪ Outstanding knowledge of Teaching and Learning within the Key Stage including in depth knowledge of the Harrow Curriculum.▪ Excellent understanding of the age-related development of students in the Key Stage.▪ Proven ability to improve learning outcomes of all students particularly Language and Learning students.▪ Proven ability to differentiate teaching to meet learners' needs.▪ Ability to manage a team.	<ul style="list-style-type: none">▪ Knowledge of specific programmes that support Teaching and Learning in the Key Stage such as Jolly Phonics, Jolly Grammar, Big Write.▪ Inspirational leadership skills to support and motivate team members.
Experience	<ul style="list-style-type: none">▪ At least 4 years teaching experience, preferably in an international school.▪ Previous middle leadership experience of leading or coordinating teams in relation to curriculum and/or pastoral matters.	<ul style="list-style-type: none">▪ Experience of monitoring set targets in a specified action plan to evaluate and ensure progress.▪ Experience of staff performance management.
Qualifications	<ul style="list-style-type: none">▪ Qualified Teacher Status and evidence of relevant in-service training.	

Education is an ever-changing service and all staff are expected to participate constructively in school activities and to adopt a flexible approach to their work. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the school.

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