

INVICTUS

Education Trust

JOB DESCRIPTION



Learn with **us**, Work with **us**, Belong with **us**!

Job Description

JOB TITLE:	EYFS Phase Leader
DEPARTMENT:	Rufford Primary School
GRADE:	MPR/UPR
REPORTING TO:	In line with organisational structure
RESPONSIBLE FOR:	In line with organisational structure
LIASING WITH:	Other members of the Department/Trust, Senior Leadership Team, teaching/support staff, external agencies and parents/carers

Main Purpose

Subject Teachers are expected to meet the Teacher Standards at the level that reflects their experience

- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.
- Provide high quality teaching and learning within the subject area.
- Maintain high expectations and standards in classroom practice.
- Maintain order and discipline while promoting good behaviour.
- Show commitment to continuous improvement in teaching and learning and the development of effective approaches.
- Monitor and support the overall progress and development of students as a Teacher and/or Form Tutor.
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential and which meets their individual needs.
- Contribute to raising standards of student attainment.



Mission

'Excellence every day, unlimited ambition and transforming lives'



Vision

'To create a community of inclusive schools where people choose to learn with us, work with us and belong with us, so that everyone succeeds'



Values

- Respect
- Resilience
- Relationships

- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- Show all students that they are valued.
- Contribute to school strategies for addressing barriers to learning that may prevent students from achieving their potential.
- Promote and safeguard the welfare of children and young persons you are responsible for, or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To contribute to the promotion of equal opportunities and celebration of diversity in all aspects of the work of the school.
- Be aware of and comply with all current Trust/school policies.

In addition to:

- Fulfilling the professional responsibilities of a teacher, as set out in the [School Teachers' Pay and Conditions document](#)
- Meeting the expectations set out in the [Teachers' Standards](#)

The EYFS leader, under the direction of the headteacher, will take lead responsibility of the EYFS to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all
- Effective transition into our EYFS and from EYFS into KS1

Main Duties

Strategic Planning

- Develop and implement policies for the EYFS in line with our school's commitment to high-quality teaching and learning



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- Have a good understanding of how well the EYFS is being delivered and the impact on pupil achievement
- Use this understanding to feed into the school development plan (SIP) and produce an action plan for the EYFS
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values
- Consult pupils, parents/carers and staff about the EYFS and its effectiveness, and assess the feedback against the school's vision, values and aims
- Work with the special educational needs co-ordinator (SENDCo) and Headteacher to ensure the curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
- Work with subject leaders to understand how their subject is developed in the EYFS
- Liaise with the local authority (LA) and Invictus Education Trust (IET) on EYFS-related projects and activities
- Share excellent EYFS practice, knowledge and expertise throughout the school as appropriate

Leading the Curriculum & Leading and Managing Staff

- Develop and review regularly the vision, aims and purpose for EYFS
- Monitor changes to EYFS teaching, learning and school improvement, and share with staff as appropriate
- Oversee the planning of a curriculum that:
 - Is diverse and inclusive
 - Meets the needs of all pupils and the requirements of the EYFS framework
 - Is well sequenced to promote pupil progress towards the early learning goals (ELGs)
 - Is effectively and consistently implemented across the EYFS
- Make sure there is an effective system of assessment that meets the requirements of the EYFS framework and tracks the progress of pupils to check that the curriculum has a positive impact on learning
- Have an overarching responsibility for pupils' achievement and standards in the EYFS



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- Ensure the curriculum for 2, 3 and 4 year-olds is developmental and supports children to be ready for Reception through the development of foundational skills
- Ensure children in Reception have strong foundational skills and are 'Year 1 ready' at the end of Reception
- Ensure effective liaison with School Leaders and KSI staff for transition from EYFS to KSI

Staffing and Staff Development

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To take personal responsibility for personal and professional development in the relevant areas including thorough and up to date subject knowledge and research and developments in pedagogy.
- Engage actively in the Performance Development process.
- Ensure the effective/efficient deployment of classroom support
- Work as a member of a designated team and contribute positively to effective working relations with staff and students within the school.
- Provide cover for absent colleagues as is reasonable, fair and equitable

Self-Evaluation

- Contribute to the process of monitoring and evaluating the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- Review from time to time methods of learning and teaching and programmes of learning.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and student support functions of the school.
- Actively participate in the assessment, recording and reporting process including target setting and target setting days.
- To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.



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Management Information

- Maintain appropriate records and provide relevant accurate and up-to-date information for the school's Information Management System.
- Complete the relevant documentation to assist in assessing students achievements.
- Track student progress and use this information, along with knowledge of students' targets, to inform teaching and learning, adjust planning and guide intervention.

Communications

- Communicate effectively with the parents/carers of students.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- Follow agreed procedures for communications in the school.
- To respond to requests and anxieties of parents in association with the Student Achievement Manager
- To assist with distribution and collection of home-school communications.
- To maintain Homework diaries and recognise award system

Marketing and Liaison

- Take part in marketing and liaison activities such as Open Evenings Parents Evenings, Rewards Evenings, Information Evenings and liaison events with partner schools.
- Contribute to the development of effective subject links with external agencies.
- Be constantly aware of the school profile in the local community and enhance this wherever possible.

Environment and Resources

- Support the Head of Department/Faculty in ensuring that the curriculum area provides an exciting, stimulating and informative environment for learning.
- Assist the Head of Department/Faculty in identifying resource needs and contribute to the efficient/effective use of resources.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty and students.



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Student Support

- Promote the personal development, general progress and well-being of individual students and of the form group as a whole.
- Be a Form Tutor to an assigned group of students.
- Act as an academic mentor to students in your form group.
- Liaise with your Student Support Leader on a regular basis to ensure the implementation of the school's student support system.
- Register students, accompany them to assemblies, encourage their full attendance at school, at all lessons and their participation in other aspects of school life.
- Actively participate in identifying and celebrating student achievement.
- Evaluate and monitor the progress of students through their targets and their personal profiles and keep up-to-date student records as may be required.
- Contribute to the preparation of school reports, progress reviews and other reports.
- Alert the appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.
- Plan and deliver lessons which meet the needs of individual students through appropriate differentiation, liaising as appropriate with teaching and/or learning support assistants and SEN staff. Reassess and adapt where required.
- Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- Apply the school's behaviour and reward systems so that effective learning can take place.
- Be a role model to students through personal presentation and professional conduct.

General Duties

- To work in partnership with Headteacher/Governors and staff as part of a highly motivated and professional team.
- To manage and lead an after-school club.



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- To contribute to staff development and keep up to date with current childcare issues
- To plan and lead safe and stimulating childcare including collection of children from school and the safe delivery of children to parents/named carers.
- To promote good practice in a professional and inclusive manner.
- Be fully involved in all activities associated with the childcare provision.
- To understand, work within and promote and contribute to the ongoing development of the clubs policies and procedures
- To have an understanding of the Statutory Requirements and the ability to meet them. School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- The post holder's responsibility for promoting and safeguarding the welfare of children and young people for whom s/he comes into contact will be to adhere to and ensure compliance with the Child Protection Policy Statement at all times.
- To lead the implementation and adherence to all safeguarding/child protection procedures in the After-School Club, including taking on the role of Designated Person.
- To work closely with all school staff to create and develop open and inclusive working partnerships which support the development of the children.
- To plan an appropriate range of activities that meet the needs of all the children, whilst having regard to the Early Years Foundation Stage and Play Principles.
- To plan, and supervise the hygienic provision of healthy food and refreshments.
- To supervise the cleaning and ensure that the areas used by the club are left tidy and clean.
- To make sure that materials and equipment are maintained and stored properly.
- To work closely with parents to create and develop open and inclusive working partnerships which support the development of their children.
- To initiate close liaison with other childcare/play related organisations including the Early Years Childcare Service.



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- To have a sound knowledge and understanding of safeguarding and take the lead in reporting concerns to Social Care when appropriate.
- To promote inclusive attitudes and practices.
- To provide induction training, performance reviews and ongoing training for support of new and existing staff and trainees/volunteers at the club.
- To undertake observation, assessment and record keeping
- Ensure First Aid is administered, recorded and reported in line with procedures
- To be available for locking up the premises, key holder

Staffing and Resources

- Provide support with books and library books in the EYFS
- Create a safe, welcoming environment and take care of the classroom accommodation
- Audit the indoor and outdoor learning spaces in the EYFS to evaluate the quality of the overall learning environment
- Ensure resources used are diverse, inclusive and accessible
- Provide support with classroom displays for the EYFS across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Support continuous provision in the EYFS, which allows pupils to play independently and gives them a sense of ownership over their environment
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Support with the management of the EYFS budget effectively to ensure it is spent on resources that add value and enhance the learning experience
- Establish and maintain regular communication in the Trust
- Communicate with parents/carers and outside agencies (IEYS, Ed Psych etc) where appropriate



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- Attend professional meetings as required
- Be responsible for personal professional development and to keep up to date with educational initiatives that impact on the Trust and specifically in relation to Teaching and Learning
- Actively engage in the Trust's appraisal process
- Take part in the Trust's staff development programme
- Attend and contribute to meetings

Other Professional Requirements

- Undertake any other duty as specified by STPCD not mentioned in the above.
- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- Attend and contribute to professional meetings as required.
- Be responsible for personal professional development and to keep up to date with educational initiatives that impact on the Trust and specifically in relation to Teaching and Learning.
- Actively engage in the Trust's Performance Development process.
- Take part in the Trust's staff development programme.
- Work as a part of a team and positively contribute to effective working relationships.
- Take part in Trust events as directed.
- Undertake the professional duties of a teacher and leader as set out in the school teachers pay and conditions document and other professional standards.
- Be a role model of the Teachers' Standards.

Other Duties

- Play a full part in the life of the Trust community, to support its vision, mission and values.
- Be an ambassador of the Invictus ethos and to encourage and ensure staff and students follow this example.



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- Be courteous to colleagues and be welcoming to visitors.
- Comply with the Trust's Health and Safety Policy and undertake risk assessments as appropriate
- Take an active role in school events such as open evenings, school proms, school productions, this will include SLT duties, H&S responsibilities, managing and coordinating events etc.
- Any reasonable task as directed by the CEO/DCEO. Any tasks which is appropriate to the post level in order to maintain/enhance organisational effectiveness which may include deployment to other departments, to include cover for absent colleagues and/or relocation to areas of need.
- Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to carry out any reasonable request to undertake work of a similar level that is not specified in this job description.
- This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary.

Support For the Trust

- To take a full part in promoting the good name of the Trust and contributing positively to the overall ethos/work/aims of the Trust
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security confidentiality and data protection
- Comply with the Trust's dress code
- Attend and participate in meetings as required
- Participate in training, other learning activities and Performance Development as required
- Recognise own strengths and areas of expertise and use those to advise and support others

It is the responsibility of all adults employed by Invictus Education Trust to safeguard and promote the welfare of children and young people. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children or young people.

Safeguarding Requirements

The postholder will be expected to share the school's commitment to safeguarding and promoting the welfare of children and young people.



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In line with Keeping Children Safe in Education 2025, and as part of our recruitment process, the Trust will carry out an online search on all shortlisted candidates. This is to help identify any incidents or concerns that are publicly available which may pose a safeguarding risk or bring the Trust into disrepute. Any such findings will be shared with the recruitment manager and may be discussed at interview.

We are deeply committed to safeguarding and promoting the welfare of children and young people, and we expect all staff and volunteers to share this commitment. All required pre-employment checks will be undertaken, and offers of employment are subject to satisfactory outcomes. These include an enhanced DBS check with Children's Barred List information, identity checks, online checks, and verification of professional qualifications and references. Further details are available in [Keeping Children Safe in Education 2025](#).

This role involves regulated activity and is therefore subject to:

- An Enhanced DBS Check including the Children's Barred List
- Verification through the DfE's Check a Teacher's Record (for applicable roles)

It is a criminal offence to apply for this role if you are barred from working with children.

This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions Order 1975, as amended). Certain convictions or cautions are considered 'protected' and need not be disclosed. Guidance on disclosure is available on the Ministry of Justice website: [Rehabilitation of Offenders Act 1974](#)

For information on the filtering of cautions and convictions, visit the DBS Filtering Guidance: [DBS Filtering Guidance](#)

As a Trust, we are committed to ensuring that during all stages of recruitment and selection, no applicant is disadvantaged or discriminated against based on any protected characteristics under the Equality Act 2010.



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Person Specification

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • An honours degree in relevant subject 	
EXPERIENCE	<ul style="list-style-type: none"> • Experience of teaching children of the relevant age • Knowledge of school policies relating to health and safety, behaviour, attendance, equal opportunities, child protection. • Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. • Understanding of the principles of child development and learning processes. • Familiarity with current national strategies • Ability to use and promote a range of teaching & learning strategies • Successful track history of good / outstanding teaching experience. 	<ul style="list-style-type: none"> • Experience of leadership in EYFS • NPQ qualification (NPQML, NPQSL or similar) • Experience of middle leadership
SKILLS AND KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of the EYFS statutory framework and handbook • Understanding of high-quality teaching and learning strategies 	



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	<p>and the ability to model this for others and support others to improve</p> <ul style="list-style-type: none"> • Awareness of local and national organisations that can support with delivering the EYFS • Ability to build effective working relationships with staff and other stakeholders • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Good IT skills • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others 	
<p>PERSONAL QUALITIES</p>	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for all pupils • Uphold and promote the ethos and values of the school and Trust • Ability to work under pressure and prioritise effectively • Commitment to safeguarding, equality, diversity and inclusion • Ability to work as part of a team <p>Have a flexible approach to working hours Ability to follow verbal instructions</p>	



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	<p>Have an awareness of confidentiality and Data Protection</p> <ul style="list-style-type: none"> To actively promote our commitment to safeguarding and the welfare of children 	
SAFEGUARDING	<ul style="list-style-type: none"> Commitment to safeguarding and promoting the welfare of children and young people. Knowledge of child protection and safeguarding policies and procedures. 	
FLEXIBILITY	<ul style="list-style-type: none"> To work flexibly to meet the needs of the Trust and its educational establishments. The holder of the post can be required to work in any location within the Trust. Willing and able to travel regularly across the Trust or partnership schools. Able to work flexibly to meet the demands of the role. Willingness to represent the Trust in external forums, conferences or panels. Ability to identify your own training needs and willingness to participate in training and development opportunities. To comply with the School's commitment, policies and procedures in relation to the protection and safeguarding of children. 	

This job description/person specification may be amended at any time in consultation with the postholder. Any changes will continue to reflect the school's commitment to safeguarding and promoting the welfare of children and young people.

Director of HR's signature		Date	
Postholder's signature		Date	



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