



Kenmore Park Infant & Nursery School.



LONDON BOROUGH OF HARROW JOB DESCRIPTION Full Time EYFS Phase Leader

TEACHER

All duties and responsibilities should be undertaken in the light of:

- the requirements of the most up to date version of the Teachers' Pay and Conditions document
- good equal opportunities practice, bearing in mind the school's need to develop further multi-cultural and bilingual resources
- the school's aims, priorities, targets and action plans
- the statutory curriculum
- the need to develop pupils' literacy, numeracy and information technology skills through all subjects
- the need to promote pupils' spiritual, moral, social, cultural, mental and physical development through all subjects
- the implications of the Code of Practice for SEN for teaching and learning
- the need to develop pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work in school and elsewhere
- health and safety requirements in all subjects

Teaching

All teachers must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

9. Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Full time Phase Leaders for EYFS

TLR2(b) £4737

All duties and responsibilities are to be carried out in accordance with the School's Curriculum, Staffing, Health & Safety and Equal Opportunities Policies.

Job Description

Strategic direction and development

1. contribute strategically to the school's self-evaluation process by completing relevant sections of the self-evaluation document and substantiating all areas with hard evidence.
2. support the school leadership in maintaining its outstanding status by being rigorous in their management and leadership of their phase groups, tracking of pupil progress and provision to ensure high standards of attainment for all.
3. use self-evaluation within their phase to write action plans which feed into the school's annual development plan priorities, which are rigorously monitored to ensure action takes place and be accountable to the leadership team by being prepared to back up their findings and improvement with hard evidence.
4. implement the school's policies and practices which reflect the school's commitment to high achievement, effective teaching and learning
5. create a climate which enables and encourages all staff working in the Year Groups to develop and maintain positive attitudes
6. use data effectively with other staff in the Year Group to identify pupils who are under-achieving and, where necessary create and implement effective plans of action to support those pupils
7. establish, with the involvement of relevant staff, short, medium and long term plans for the teaching in the relevant Year Groups which
 - a) contribute to whole school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment
 - b) are understood by all those involved in putting the plans into practice
8. monitor the progress made in achieving plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement
9. Demonstrate outstanding leadership of a specific area of the curriculum and use own skills to support the development of other middle leaders within the school.
10. Have an overview and act as line managers for co-ordinators of the foundation curriculum subjects in the following 4 areas.
 - Art/ DT
 - PE / Music
 - Humanities
 - RE
11. Have a strategic view on elements of 'Every Child Matters' ; -
 - Achievement
 - Staying Healthy
 - Staying Safe
 - Positive Contribution – including behaviour

Teaching and Learning

1. ensure curriculum coverage, continuity and progression within the Phase/Key Stage for all pupils, including those of high ability and those with special educational or linguistic needs
2. ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning within the Year Group's Scheme of Work, and communicate such information to pupils

3. work with the Phase Team to implement the school's policies for assessing, recording and reporting on pupil achievement, and use this information to recognise achievement and to assist pupils in setting targets for future improvement
4. ensure that pupils' achievements in previous classes and schools are used effectively to secure good progress
5. maintain an up-to-date scheme of work for all subjects taught in the Phase Groups
6. build up and maintain an up-to-date portfolio of assessed and moderated work covering the work of the Phase Group, and advise colleagues in the maintenance of records of pupil progress and achievement
7. conduct rigorous analysis of pupil assessment data identifying underachieving groups and take action to support the narrowing gap agenda.

Leading and managing staff

1. help staff in the Phase Group achieve constructive working relationships with pupils
2. establish clear expectations and constructive working relationships among staff working in the Phase Group, through team working and mutual support and evaluating practice
3. support the appraisal process of staff as required by the school leadership & policy and use the process to develop the personal and professional effectiveness of the appraisee
4. by lesson observation, work scrutiny, shared evaluation and other relevant methods, ensure consistency and high quality teaching and learning within the team
5. challenge any underperformance of staff within the team by offering support and where necessary blowing the whistle for the leadership team to address through the appropriate capability processes.
6. ensure that the head teacher and subject co-ordinators are well informed about the work of the Phase Group as appropriate

Efficient and effective deployment of staff and resources

1. deploy staff in the Phase Group to ensure the best use of subject, technical and other expertise
2. ensure the efficient and effective use of learning resources, including information and communications technology
3. use accommodation to create an effective and stimulating environment for teaching and learning
4. ensure that there is a safe learning environment in which risks are properly assessed
5. co-ordinate organisation within the Year Group, of timetabling of classes and staff working in the Year Group, resources, activities and visits
6. support Phase Group colleagues in their pastoral work.
7. support new staff in your Phase Group and assist their understanding of the school's policies and procedures
8. co-ordinate inter-year liaison to promote continuity of learning and pastoral care especially at the beginning and end of the school year

Strategic View

1. To be part of the senior management team and form the strategic direction of the school
2. To have an overview of aspects of 'Every Child Matters' and how it relates in practice to Kenmore Park Infant & Nursery School.
3. To be forward looking in developing the ethos and feel of the school.

LONDON BOROUGH OF HARROW
PERSON SPECIFICATION
FULL TIME POST of
EYFS Phase Leader

<u>Criteria</u>	<u>Essential (E) or Desirable (D)</u>	<u>Evident in Application (A) and/or Interview (I)</u>
<u>Qualifications and training</u>		
• Qualified teacher status.	E	A
• Degree or equivalent	E	A
• Recent, relevant in-service training – particularly in relation to inclusion and safeguarding.	E	A
<u>Experience</u>		
• Significant experience of working as a senior leader in a primary school	E	A I
• Substantial experience in leading teaching and learning or inclusion across a school	E	A I
• Evidence of being an excellent classroom practitioner in an infant school/EYFS.	E	A I
• Experience of working with pupils with special needs and other key groups of pupils (EAL, Gifted and Talented, Looked After or those on the Child Protection Register)	D	A I
• Experience of working with outside agencies	E	A I
• Experience of delivering school based CPD	D	A I
• Experience observing and feeding back to colleagues	E	A I
• Experience and understanding of issues of inclusion in a mainstream primary School	E	A I
• Experience of analysing pupil performance data	E	A I
• Experience of transition to Foundation Stage & from Foundation Stage to KS 1.	E	A I
• Experience of working effectively with parents and governors.	E	A I
• Experience of working with ICT in teaching and learning.	E	A I

Job Related Knowledge, Aptitude and Skills

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|---|---|-----|
| • Proven commitment to inclusion, equal opportunities policy and practice | E | A I |
| • Ability to contribute to the formulation, implementation and evaluation of short and long term objectives for school development. | E | A I |
| • Ability to build and lead teams effectively and efficiently using skills of motivation and delegation. | E | A I |
| • Able to effectively manage pupils' behaviour in a positive manner with consistent clear boundaries following the school's Behaviour Policy. | E | A I |
| • Able to guide staff in their support of pupils with identified additional needs. | E | A I |
| • Able to help the school raise standards of achievement and attainment. | E | A I |
| • Able to use a range of sources of evidence to make judgements and identify next steps (e.g. EYFS data, RAISE Online, lesson observations, work scrutinising). | E | I |
| • Ability and skill to manage the school's resources, staff and finances. | D | I |
| • Excellent ability in ICT. | E | A |
| • Knowledge and understanding of current educational issues, developments and legislation including those related to SEN, narrowing the gap and EAL. | E | A I |

Personal Qualities

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| • The potential for inspirational, enthusiastic and innovative educational leadership | E | A I |
| • Clear educational vision which can be effectively communicated and developed | E | A I |
| • The ability to determine priorities, be self-motivated and manage time effectively | E | A I |
| • Excellent organisation and ability to work to deadlines efficiently | E | I |
| • Ability to communicate with, manage, organise and motivate teaching and non-teaching staff with diplomacy, sensitivity and good humour. | E | I |
| • An enthusiasm and energy for teaching | E | I |
| • Professional integrity and honesty | E | I |
| • Able to be flexible and show initiative | E | I |
| • A commitment to continued professional development. | E | I |
| • Ability to communicate effectively with a wide range of people including children, staff, parents and governors. | E | A I |