



### Teacher/Phase Lead (EYFS) with TLR 2.2

#### Overview

**Job title:** Teacher/Phase Lead (EYFS) with a TLR 2.2. The successful candidate will form part of the school's Extended Leadership Team.

**Salary:** M1 - UPS3

**Allowance:** TLR 2.2 - £5,023

**Reporting to:** Headteacher/Assistant Headteacher(s)

#### A Summary of the Main Purpose of the Job

- To be responsible for leading teaching, learning and achievement across the EYFS.
- To lead, develop and support staff within the EYFS, communicating effectively and ensuring successful team work.
- To be accountable for leading a team of staff responsible for specified additional area (oracy).
- To develop and enhance the quality of learning and teaching and the curriculum offer across the EYFS.
- To be responsible and accountable for achieving the highest possible standards in work and conduct across their phase and areas of responsibility.
- To effectively lead the appraisal of the staff members within their phase, providing support and appropriate challenge.
- To support the Designated Safeguarding Lead with matters relating to child protection and the safety and well-being of pupils across a designated phase.
- To support the school's SENCO and Inclusion Lead with matters relating to SEND across a designated phase.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.
- To support the Headteacher as part of the Extended Leadership Team.

#### Teaching

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school.

- Effectively deliver our curriculum offer as relevant to the age and ability group/subject(s) that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils you teach.

- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; more able; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject).
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring progress and levels of attainment.
- Make accurate and productive use of assessment to secure strong rates of pupil progress.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant formative and summative data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*.

### **Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively in line with the school's behaviour policy, using approaches which are appropriate to needs in order to inspire, motivate and challenge pupils.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### **Fulfil wider professional responsibilities**

- Participate in any relevant meetings and/or professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupil progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of appraisal.
- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate

- ▶ Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate.
- ▶ Communicate and co-operate with relevant external bodies.
- ▶ Make a positive contribution to the wider life and ethos of the school.

### **Phase Lead/TLR duties and responsibilities**

- ▶ To lead, develop and support staff within their phase of responsibility, communicating effectively and ensuring successful team work. Leading by example, creating and maintaining a positive ethos and demonstrating professional behaviour and attitudes at all times.
- ▶ To support school leaders and ensure that standards and expectations are met within the respective phases and subject areas of responsibility. Being a positive role model for other members of staff in all matters relating to class organisation, teaching, learning, assessment and professional conduct.
- ▶ To be responsible for leading teaching, learning and achievement in oracy (across the school); developing the quality of provision at our school.
- ▶ To support the Designated Safeguarding Lead with matters relating to child protection and the safety and well-being of pupils across a designated phase.
- ▶ To support the school's SENCO and Inclusion Lead with matters relating to SEND across a designated phase.
- ▶ Leading practice within a phase by demonstrating high expectations in terms of quality of the displays and organisation of the learning environment.
- ▶ To develop and enhance the quality of learning and teaching and the curriculum offer across specified areas of responsibility.
- ▶ To deliver robust and impactful quality assurance across all areas of responsibility; keeping abreast of the changing assessment and curriculum frameworks.
- ▶ To secure and sustain a high profile of specific areas of responsibility across the school, taking these to the next level of successful performance.
- ▶ To lead the development of appropriate resources, schemes of work, assessment policies and teaching and learning strategies.
- ▶ To work with colleagues to formulate aims, objectives and strategic plans which have coherence and relevance to the needs of pupils and to the aims and strategic plans of the school.
- ▶ To establish and maintain clear improvement plans, monitoring milestones and performance targets and adapting provision accordingly.
- ▶ Monitor the quality of planning and learning outcomes.
- ▶ To evaluate provision, celebrate success and challenge underperformance where necessary to ensure short and long-term gains in outcomes
- ▶ To link with other colleagues to ensure that the work within specified areas of responsibility fully reflects the school's distinctive ethos and vision.
- ▶ To embed effective systems and processes of school improvement through robust quality assurance and self-evaluation.
- ▶ To be accountable for the development and delivery of an appropriate, comprehensive, high-quality and cost-effective curriculum programme, building in effective assessments and extended learning opportunities.
- ▶ To keep up to date with national developments and changes to the specifications for the specified area of responsibility
- ▶ To work with the Senior Leaders and relevant staff to set up extra-curricular opportunities including visits and cultural experiences.
- ▶ To ensure that staff development needs are identified in order to improve the quality of education provided and appropriate programmes are identified to meet such needs.
- ▶ Lead professional development of staff by planning and leading staff meetings and INSET days.

- ▶ Assist in the appraisal of staff, including taking part in classroom observations as required.
- ▶ Evaluate the impact of training and development activities and report to the Senior Leadership Team.
- ▶ Lead phase meetings and reporting back to the Senior Leadership Team.
- ▶ Effectively manage a budget allocated to your area(s) of responsibility.
- ▶ Monitor books and planning and provide feedback to teachers and SLT.
- ▶ Lead assemblies attended by children and staff.
- ▶ Attend Senior Leadership Team meetings as part of the Extended Leadership Team.



### Person Specification

#### Class Teacher/EYFS Lead/Oracy Lead

Criteria	Essential	Desirable	Source
<b>Qualifications</b>			
Qualified Teacher Status.	<input checked="" type="checkbox"/>		A
Any other qualifications relevant to the post e.g. NPQ qualifications.		<input checked="" type="checkbox"/>	A
Relevant EYFS qualifications e.g. degree in Early Years.		<input checked="" type="checkbox"/>	A
Relevant and recent RWI training.	<input checked="" type="checkbox"/>		A I

Professional Development/Experience	Essential	Desirable	Source
Evidence of appropriate professional development.	<input checked="" type="checkbox"/>		A I
Experience of teaching across the phases.		<input checked="" type="checkbox"/>	A I
Appropriate safeguarding/child protection training.	<input checked="" type="checkbox"/>		A
Proven track record of good performance/effective teaching strategies in the EYFS.	<input checked="" type="checkbox"/>		A I O R
Understanding of, an act within, the statutory frameworks which set out the professional duties and responsibilities.	<input checked="" type="checkbox"/>		A I R
Experience as a leader (senior/middle/phase/core/subject leader) in a primary school setting.		<input checked="" type="checkbox"/>	A I R
Evidence of leading oracy initiatives (e.g. Voice 21)		<input checked="" type="checkbox"/>	A I R

Experience and Knowledge of Teaching and Learning	Essential	Desirable	Source
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	<input checked="" type="checkbox"/>		A I O R
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.	<input checked="" type="checkbox"/>		A I O
Demonstrate a deep and critical understanding of developments in subject and curriculum areas.	<input checked="" type="checkbox"/>		A I

The ability to effectively use data, assessment and target setting to raise standards/address weaknesses.	<input checked="" type="checkbox"/>		A I R
The ability to reflect systematically on the effectiveness of lessons and approaches to teaching and learning.	<input checked="" type="checkbox"/>		A I O R
To be able to adapt teaching to meet the needs of all groups of pupils.	<input checked="" type="checkbox"/>		I O R

<b>Professional Attributes</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Demonstrate an awareness and empathy of the needs of the pupils at Florence Melly Community Primary School and how these needs could be met.	<input checked="" type="checkbox"/>		A I O
To show a commitment to the school's DREAMS core values.	<input checked="" type="checkbox"/>		A I O
Make a positive contribution to the wider life and ethos of the school.	<input checked="" type="checkbox"/>		I R
Demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	<input checked="" type="checkbox"/>		I O R
Excellent written and verbal communication skills.	<input checked="" type="checkbox"/>		A I R
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	<input checked="" type="checkbox"/>		A I R
Show a strong commitment to good attendance, acting as a positive role model.	<input checked="" type="checkbox"/>		A I R
Effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	<input checked="" type="checkbox"/>		A I R
Communicate effectively with parents with regard to pupils' achievements and well-being.	<input checked="" type="checkbox"/>		A I R

<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Consistently promote Florence Melly Community Primary School's strong educational philosophy and values.	<input checked="" type="checkbox"/>		A I O
Inspire, challenge, motivate and empower children to achieve high goals.	<input checked="" type="checkbox"/>		A I O R
Demonstrate personal enthusiasm and commitment to making a positive difference to children and young people.	<input checked="" type="checkbox"/>		A I O R
Build and maintain quality relationships through interpersonal skills and effective communication.	<input checked="" type="checkbox"/>		A I O R
Demonstrate personal and professional integrity, including modelling values and vision.	<input checked="" type="checkbox"/>		A I R

Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others.			A I R
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Evidence that candidates meet the Essential/Desired criteria will be obtained through:

Application Form/ Letter	Interview	Lesson Observation	Reference
A	I	O	R