**Job Description**

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| **JD Phase 1 Leader** | |
| **Whole school area of accountability:** | Teaching and learning responsibility for a phase:  **Phase 1 Leader: FEE2, Nursery and Reception**  Standard national scale in line with the current *School Teachers’ Pay and Conditions* document plus the appropriate **TLR2b** payment |
| **School:** | Bell Lane Primary School |
| **Responsible to:** | The headteacher, via line management by Deputy Headteacher |
| **Supervisory responsibility:** | Teaching staff in the designated phase |
| **Main purpose of the job:**   * In addition to those classroom responsibilities that are common to all classroom teachers in the school the Phase leader’s overriding responsibility will focus on raising the standards of learning and teaching in the Phase * The leader will be a member of the school’s leadership team and take full part in the decision making and effective running of the school. * specific responsibility and accountability for the day to day management and organisation of your Phase and subject responsibility area * Be an excellent classroom practitioner * Have an impact on educational progress beyond your assigned pupils * Line manage and appraise identified staff * Assist in the smooth running of the school at all times | |
| **Duties and responsibilities**  In addition carrying out the duties of a class teacher as outlined in the current *School Teachers’ Pay and Conditions Document*, the post holder receives a **TLR2b** for **Phase Leaders for:**  **Phase 1 Leader FEE2, Nursery and Reception & whole school subject responsibility** | |
| Teaching and learning responsibility   * Lead, develop and enhance practice of all colleagues working with pupils in the phase * Lead, manage and develop the curriculum delivered to all pupils in the phase * Have overall responsibility and accountability for your phase and subject area ensuring curriculum continuity, consistency, balance, match and progression * Lead regular meetings relevant to your Phase and subject area with appropriate colleagues * Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range * Have oversight of interventions and stretch within your subject and phase | |
| Monitoring and assessment   * Monitoring the quality of teaching and learning, resourcing and administration * Contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your phase and subject area, including within the ‘working towards’ ability band * Monitor standards including recorded work as relevant to your TLR area and phase across the school including reviewing long and medium term planning * Working alongside the Assessment Leader to record and evaluate children’s progress in the Early Years Foundation Stage as well as monitoring individual children’s progress and planning for their future needs * Advise and seek support from SLT regarding any concerns impeding you fulfilling your full subject leader and Phase responsibilities | |
| Manage resources   * Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your Phase and subject area of responsibility * Manage, monitor and accurately account for any budget for your area. * Evaluate, organise and monitor the use of resources | |
| Staff development   * Act as a reviewer with the arrangements for the appraisal of all identified staff * Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach * Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork * Interacting on a professional level with colleagues, establishing and maintaining good working relationships to promote development and effective delivery of the Phase’s curriculum and maximise children’s achievement * Ensure your keep up to date with current developments in your Phase and subject area and disseminate information as appropriate | |
| Other   * Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the headteacher, deputy headteacher, and assistant headteachers * Be a proactive and effective member of the leadership team * Be an effective role model for your team in terms of teaching, behaviour and classroom management | |
| Administrative responsibilities   1. Be aware of and respond appropriately to any health and safety, Child Protection and Safeguarding issues raised by staff, children or families 2. Ensure that you remain up to date on developments and issues with regard to the management and curriculum of the primary school | |
| Additional responsibilities   1. Take responsibility for safeguarding the welfare of all children you are responsible for or come in to contact with including reporting any child protection issues or concerns to the school’s Designated Safeguarding Lead. 2. Comply with Bell Lane’s school policies and contribute to their evaluation and development. 3. Contribute to the overall ethos, aims, and work of Bell Lane Primary School 4. Keep abreast of current legislation and developments relating to your area of work. 5. Proactively seek and participate in professional development, training and other learning activities. 6. Participate in performance management processes. 7. Be a positive role model 8. Attend and participate in team, department, school or meetings as appropriate. 9. Actively contribute to the school self-evaluation processes and development of future improvement plans. 10. Providing parents/carers with information about Phase and subject area in order to maximise involvement in the classroom and the learning process 11. Carry out such particular duties as the Headteacher may reasonably direct from time to time | |
| **Signatures – line manager and job holder**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Signature of Manager:** |  | **Date:** |  | **/** |  | **/** |  | | **Signature of post holder:** |  | **Date:** |  | **/** |  | **/** |  | | |

**Job Specification**

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|  | **Essential** | **Desirable** |
| **Experience** | * Extensive experience of working across the Early Years Foundation Stage, including nursery. * Proven highly successful teaching experience in EYFS * Leadership experience (leading a team or leading a wider-school initiative) in the primary phase | * Experience of working with children across the primary age range. * Experience of working in a preschool setting. * Experience of leading a core subject. * Experience of effective involvement with parents and governors |
| **Qualifications** | * A relevant degree Qualified teacher status | * Evidence of recent additional educational qualifications (e.g. NPQML) * Current First Aid/Paediatric First Aid certificate |
| **Safeguarding** | * Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. * Commitment to the protection and safeguarding of children and young people * Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children | * Experience/training in fulfilling the role of a Designated Safeguarding Lead |
| **Knowledge** | * A thorough understanding of what constitutes high quality in EYFS educational provision, the characteristics of effective Early Years settings, and strategies for raising standards and outcomes for EYFS children * An extensive knowledge and understanding of how to promote pupils’ spiritual, moral, social and cultural development and good behaviour through effective management and leadership * Extensive experience of curriculum planning, implementation, assessing and recording. * Knowledge of statutory requirements for the end of Early Years and have experience of working with these. * A commitment to continuous professional development. | * Know how to use local, national and statistics to evaluate the effectiveness of teaching. * Confident skills in ICT Evidence of successfully mentoring or coaching teachers and NQTs |
| **Professional Skills** | * Ability to prepare, plan and deliver high quality inclusive lessons, differentiated appropriately so * that all groups of children progress and achieve well. * Ability to demonstrate thorough knowledge and understanding of effective curriculum planning, assessment and record keeping. * Be passionate, creative, organised and use own initiative. * Use evidence-based approaches to raise pupil achievement. * Ability to inspire and motivate others through high expectations of yourself and high aspirations for all including staff and pupils. * Communicate effectively to a wide range of audiences (verbal, written, using ICT as appropriate). * Manage a team and be an effective team player who works collaboratively with others to successfully achieve agreed goals. * Take responsibility for pupil progress by analysing data to evaluate year group’s performance and achievement of pupil groups, and be able to plan appropriate course/s of action for improvement. * Experience of involving parents and the community in school improvement and how this can be promoted and developed. * Work under pressure with good organisational skills and the ability to prioritise and manage time effectively, seeking support when needed. * Contribute effectively to the work of the head teacher and the senior leadership team. * Deal successfully with situations that may require difficult conversations and conflict resolution. | * Able to maximise potential in staff * Experience of working with other agencies or organisations * Knowledge and understanding of leadership and management procedures |
| **Commitment** | Demonstrate a commitment to:   * equalities, safeguarding and child protection * promoting the school’s vision and ethos * developing a high quality, stimulating learning environment |  |