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| **JOB DESCRIPTION** | **Job No.** |  | **ALP** |  | **TLR1** |

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| **Job Title:** |  | **Phase Leader (EYFS)** |  | **Salary:** |  | TLR 2.2 | | |  | £ |  |  |
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| **Responsible to:** |  | Principal |  | **Responsible for:** | | |  | Phase staff | | | | | |
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| **Job purpose:** |  | The Phase Leader will ensure that there are high expectations of teaching and learning for all learners resulting in at least good progress and attainment within the phase. Day to day running of the phase including, but not exhaustive of, child behaviours (rewards and sanctions), visits, assemblies, phase meetings, moderation. Subjects: All components, including English, Maths and outdoor learning. | | | | | | | | | | | |

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| **Duties & responsibilities:** |

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| **1.** |  | Coordinate the development of a cohesive and effective long-term plan in your phase, ensuring cross curricular links, including outstanding SMSC provision. |
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| **2.** |  | Ensure that medium-term planning meets all National Curriculum requirements and reflects wider ALP aims |
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| **3.** |  | Review, monitor and evaluate the effectiveness of curriculum provision and provide feedback to the Senior Leadership Team and Governors |
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| **4.** |  | Support, motivate and advise staff, and work alongside them in the development of their teaching where appropriate, to ensure that all teaching within your area is at least good |
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| **5.** |  | Lead by example, through teaching which is at least consistently good |
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| **6.** |  | Disseminate information to your team, or wider staff, and provide CPD to promote staff development |
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| **7.** |  | Build professional capacity in all staff within your team |
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| **8.** |  | Mentor and coach in line with appraisal and other school aims and objectives |
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| **9.** |  | Write an Action Plan based on whole school and departmental priorities, review and feed into School Development Plan and SEF, presenting to wider audiences including, but not exclusive of governors, SIP, Ofsted, LA |
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| **10.** |  | Maintain an up-to-date knowledge of local and national initiatives |
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| **11.** |  | Be responsible for the budget allocated to the subject area, and prioritise resource needs as indicated in the Action Plan and School Development Plan |
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| **12.** |  | Monitor the quality of teaching and learning |
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| **13** |  | Lead assessment and assessment for/of learning within your subject including arrangements for national testing |
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| **14.** |  | Collect and analyse departmental progress and attainment data (taking account of all available data, including local and national), utilising findings of which to inform action planning and targeted interventions for both staff and students. Ensure departmental data accounts for all sub-groups as detailed in RAISE. |
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| **15.** |  | Liaise with the other Phase leaders to ensure continuity of stylistic conventions and seamless transition arrangements including the reception baseline to KS1 data transfer. |
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|  |  | **(Postholder)** |

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|  |  | **(Line Manager)** |

**PERSON SPECIFICATION**

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| **Job Title:** | |  | **Phase Leader (EYFS)** | |
| **Assessed by:** |
| **Essential:** |  | | | **Desirable:** | |  |  |

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| **Knowledge & Qualifications** |  | **Knowledge & Qualifications** |

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| The principles and practice of primary education |  | Knowledge and understanding of the whole Primary curriculum |  |  |
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| Curriculum management and the school’s role in providing effectively for all pupils |  |  |  |  |
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| The role of management in monitoring school effectiveness and maintaining a climate conducive to school review and evaluation |  |  |  |  |

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| **Experience** |  | **Experience** |

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| Proven excellence as a classroom teacher |  | Experience of managing the performance of others |  |  |
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| The use of data to raise standards |  |  |  |  |
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| Leading school-based CPD |  |  |  |  |
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| **Skills & Competencies** |  | **Skills & Competencies** |

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| Participate and lead effectively in strategies to support staff development |  | Financial and budgetary skills |  |  |
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| Create a positive team spirit, delegating and negotiating, when necessary, with sensitivity |  |  |  |  |
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| Able to lead, support and challenge others, co-ordinating their work |  |  |  |  |
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| Able to develop and maintain good relationships with staff, parents, pupils, governors and the community |  |  |  |  |
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| **Other** |  | **Other** |

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| Key to assessment methods; **(A)** application form, **(I)** interview, **(R)** references, **(T)** ability tests **(Q)** personality questionnaire **(G)** assessed group work, **(P)** presentation, **(O)** others |