



## TUDHOE LEARNING TRUST

PERSON SPECIFICATION - EY Phase Lead			
Category	Essential	Desirable	Assessment
<b>Education, Qualifications and Training</b>	<p>Fully supported in reference.</p> <p>Well-structured supporting letter indicating understanding of EYFS principles and requirements and educational issues.</p> <p>QTS, Degree.</p>	Evidence of further professional development.	Application
<b>Experience</b>	<p>Experience of teaching in the Early Years Foundation Stage for a minimum of 4 years, with proven outstanding classroom practice.</p> <p>Current experience of teaching in the Early Years Foundation Stage</p> <p>Experience of planning, evaluating and assessing children's learning in the Early Years.</p> <p>Experience of successful leadership of change.</p> <p>Experience of successful and co-operative working as a team member.</p> <p>Experience of leading in-service training.</p>	<p>Experience of managing or leading an early years setting.</p> <p>Experience of working with other age groups across the primary age range.</p> <p>Experience of carrying out performance management.</p> <p>Experience of the moderation of assessments AND the continuity of provision across different settings.</p>	<p>Application / Interview</p> <p>Application/ Interview</p>
<b>Attitudes and Abilities</b>	<p>Knowledge of the Qualified Teacher role within an early years setting.</p> <p>An ability to plan and provide a broad, balanced and creative and differentiated early years curriculum to motivate children of differing ability.</p> <p>An ability to use observation and assessment to promote high quality teaching and learning.</p> <p>Excellent knowledge of child development in the Early Years Foundation Stage.</p> <p>Detailed knowledge of the structure and content of the Early Years Foundation Stage.</p> <p>Knowledge and experience of observing and constructively feeding</p>	<p>Knowledge and experience of the CAF process.</p> <p>Knowledge and experience of admission procedures for Nursery.</p> <p>Knowledge and experience of High/Scope practice and principles. Knowledge of the Ofsted inspection process for both schools, academies and other early years settings.</p> <p>Knowledge of the day to day running of a primary academy / school and the differences with maintained settings.</p>	<p>Interview / Application References</p>

	<p>back on learning and teaching to colleagues to improve and develop provision across the setting.</p> <p>Ability to develop and support other staff in their use of documentation of learning.</p> <p>Ability to evaluate standards, set clear realistic targets and monitor and evaluate developments.</p> <p>An ability to lead, organise, motivate and inspire a large team.</p> <p>A clear vision and understanding of the needs of all children including those with additional needs.</p> <p>An ability to communicate successfully in a range of situations.</p> <p>A commitment to the development of an environment that promotes child initiated learning.</p> <p>A commitment to the development of each unique child.</p> <p>Anticipate the need for change and lead its implementation.</p> <p>Knowledge and experience of working in successful partnership.</p> <p>Have good oral and written communication skills.</p> <p>Experience and knowledge of the philosophy and practice of Special Educational Needs and Disabilities.</p>		
<b>Personal Attributes</b>	<p>Evidence of being able to build and sustain effective relationships with other staff, parents and the wider community.</p> <p>An ability to think and plan strategically.</p> <p>Good interpersonal and communication skills.</p> <p>Shows vision and enthusiasm.</p> <p>Warmth and openness in relationships.</p> <p>Ability to manage and develop a culture of high expectations and appropriate challenge, and lead by example.</p> <p>Ability to motivate and inspire others.</p>		Interview

	<p>Resilience and an ability to deal with conflict.</p> <p>Ability to remain calm under pressure and be sensitive to the needs of others.</p> <p>Open minded and creative.</p> <p>Use initiative and innovative.</p> <p>An ability to maintain high levels of confidentiality.</p>		
<b>Working Arrangements</b>	<p>Ability to work flexibly to meet the needs of the Trust.</p> <p>Ability to drive and use of a vehicle with a full driving licence and appropriate insurance.</p>		Interview/ Application Form



## Tudhoe Learning Trust

### JOB DESCRIPTION - EY Phase Lead

<b>Job Title:</b>	Early Years Phase Lead
<b>Responsible to:</b>	Headteacher
<b>Place of Work:</b>	ANY OF THE TRUSTS SITES WITHIN COUNTY DURHAM
<b>Hours:</b>	37 hours per week Full Time
<b>Salary:</b>	M1 - M6

#### Job Summary

The purpose of the EYFS Phase Lead is to provide professional leadership and management for high quality Early Years education and standards of care. This will contribute to the success and improvement of the Trust as a whole and ensure high quality education and personalised learning for all its pupils.

#### Duties and Responsibilities

- The EY Phase Lead will lead by personal example demonstrating a full and professional commitment to excellence and outstanding teaching practice.
- To carry out professional duties of a Teacher as set out in the School Teachers Pay and Conditions document.
- Manage and develop the integrated provision of education, child care, health, family and community support inclusive of provision for children with special educational needs.
- Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and supportive culture in line with behaviour policy.
- Plan effectively in the short, medium and long term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and the differentiated needs of learners are met.
- Plan and prepare homework and other out of class work.
- Be aware of and apply a range of teaching and learning strategies including inclusive practices, to ensure that the diverse needs of the learners are met and excellence and enjoyment are achieved. Deliver lessons to groups or whole classes.
- Demonstrate the positive values, attitudes and behaviour expected from learners.
- Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspiration of achievement and target expectations and actions.
- Provide timely, accurate and constructive feedback on learners attainment and progress and areas for development.
- Demonstrate ongoing development and application of teaching practice, expertise and subject specialism and/or phase knowledge to enrich the learning experience within and beyond the teachers assigned classes or learner group.

- Communicate effectively and work collaboratively within and beyond the classroom with support staff (including their day to day work), teachers, other professionals, parents, carers, agencies and communities to enhance teaching and learning and promote the positive contribution and well-being of learners.
- Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of the whole Trusts aims.
- Promote the safeguarding and welfare of children and young persons the postholder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of the wellbeing of children and young people. Take appropriate action where required.
- Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.
- Moderation of early years assessments and ensure continuity of provision across settings.
- Delivery of High/Scope practice and principles