



The Greenfield & Hurst Drive Federation

www.GreenfieldandHurstdrive.co.uk



Class Teacher & EYFS/KS1 Phase Leader

Grade of Post

Pay Scale: MPS/UPS and TLR

Introduction

The Greenfield Nursery and Hurst Drive Primary Federation consists of two schools: Greenfield Nursery School and Hurst Drive Primary School. They are situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. We are privileged as a federation to serve children from a rich and diverse local community and are committed to providing the very highest quality education for all our children.

Vision Statement

As a federation, we believe every child is brave enough to be different, confident enough to shine, and supported to succeed.

Purpose of the Job

The phase leader will be responsible for providing leadership across EYFS or KS1 and management of the school's key stage curriculum, delivering high-quality teaching and effective use of resources. They will work to improve learning standards and achievement for all pupils, while also carrying out their duties as a classroom teacher.

As a phase leader, they will contribute to whole-school self-evaluation and school improvement planning and be responsible for mentoring and developing staff within the phase. They will offer guidance and support to teaching and support staff, modelling best practice, and showing up-to-date knowledge of current theory and practice.

The phase leader will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD, including planning and teaching lessons, assessing pupils' progress, and managing behaviour effectively.

The phase leader will be responsible for supporting staff in their phase to establish and maintain high standards for behaviour and a positive culture as well as modelling and upholding this throughout the school.

Employment Duties

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school or on-line.

As a member of the school staff, the post holder will be required to:-

- Comply with policies and procedures relating to child protection, health and safety, equality, confidentiality and data protection; and
- Participate in the agreed scheme for staff development, training and appraisal and be committed to continuous professional development.

Key responsibilities

Strategic development

- Contribute to strategic decision making, working with school management to share expertise and insight, and help shape the school's vision
- Set high expectations for all pupils in their phase and inspire and motivate staff and pupils to reach and maintain high standards
- Lead staff by setting standards through personal classroom practice, demonstrating different strategies to deliver improved pupil performance in their phase
- Provide guidance and support to staff within the phase, working in partnership with parents and the community, keeping them informed and involved in pupils' learning
- community, keeping them informed and involved in pupils' learning

Teaching and learning

- Show an understanding of the school's current systems for recording pupil progress within the phase
- Oversee the use of schemes of work and their delivery, and measure impact on teaching and learning
- Support teachers within the phase with planning and assessment
- Work with other teachers to review the curriculum and make sure there is continuity and progress
- Contribute to pupil behaviour and discipline policies, where needed, to help build an environment where high standards of learning behaviour are encouraged

Leading and managing staff

- Support staff to embed the school's approach to assessment within the phase and lead strategy to improve the quality of teaching and learning
- Take a leading role in inducting new phase staff and making sure they uphold expected values and teaching standards
- Monitor the quality of teaching and learning within the phase (e.g. through lesson drop-ins, analysing performance data, etc.)
- Act as a point of contact for staff working within the phase for support and guidance

Other areas of responsibility

- Oversee interventions within the phase and ensure that these are carried out, recorded and impact is evaluated on a regular basis

General duties

- Develop own professional knowledge and skills through courses and reading, aligning with school's ethos and current strategic needs
- Attend meetings according to school policy, and lead where required
- Lead whole school and phase assemblies
- Where required, prepare and deliver reports to relevant groups (governors, parents, etc)
- Manage and monitor budgets within your area

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.

Relationships

The post holder is responsible to the head teacher for his/her teaching duties and responsibilities.

The post holder may be responsible for the supervision of the work of support staff relevant to his/her responsibilities

Person Specification – Class Teacher & Phase Leader

	Essential	Desirable	Evidenced
Qualifications/ training	<ul style="list-style-type: none"> • Educated to degree level • Qualified teacher status • Evidence of professional development relevant to this role 	<ul style="list-style-type: none"> • NPQML/SL or equivalent 	<ul style="list-style-type: none"> • Application • Certificates
Experience	<ul style="list-style-type: none"> • Class teaching in Early years and Key Stage 1. • A track record of excellent classroom/teaching practice • Contribution to staff continuing professional development • Implementing teaching and learning strategies to improve quality and pupil attainment 	<ul style="list-style-type: none"> • Experience of administering end of key stage 1 assessments • Middle leadership or equivalent, providing strategic and practical oversight 	<ul style="list-style-type: none"> • Application • Interview • References
Knowledge	<ul style="list-style-type: none"> • A secure understanding of the National Curriculum • Knowledge of what constitutes high quality teaching and learning • Expert knowledge of legislation and guidance on curriculum requirements and key stage delivery • Knowledge of special educational needs and disabilities, including how to support pupils with SEND in the classroom • Understanding of summative and formative assessment and how they contribute to pupil's progress • Knowledge of how to manage pupil's behaviour and promote effective behaviour for learning • Secure knowledge of Part 1 of 'Keeping Children Safe in Education; for schools and colleges including what staff should do to support the welfare of children and young people 	<ul style="list-style-type: none"> • Knowledge of the Statutory Framework for the Early Years Foundation Stage • Understanding of therapeutic approaches to behaviour management 	<ul style="list-style-type: none"> • Application • Interview (lesson observation)

	<ul style="list-style-type: none"> • Excellent standard of written English • Outstanding classroom practice, consistently showing a positive and resilient approach to pupils and staff • Excellent communication and organisational skills • Strong IT skills • Ability to create a strong positive culture for learning • Ability to analyse pupil data effectively and use that analysis to inform planning to improve pupil outcomes 	<ul style="list-style-type: none"> • Strong IT skills including previous use of Office 365 	<ul style="list-style-type: none"> • Application • Interview • References
<p>Professional skills</p>	<ul style="list-style-type: none"> • Ability to build strong positive relationships with pupils which allows them to thrive and succeed • Ability to build strong, professional relationships and work well as part of a team • Ability to set high expectations for all pupils and to plan and teach lessons which motivate and inspire • A commitment to providing equity of opportunity and inclusion for all • Ability to maintain confidentiality 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>Personal Qualities and aptitude</p>	<ul style="list-style-type: none"> • Excellent communication and interpersonal skills • Ability to communicate a vision and inspire others • Passionate about teaching and learning, and providing a high quality of education for all • Committed to maintaining high expectations in all aspects of their work 		<ul style="list-style-type: none"> • Application • Interview • References

	<ul style="list-style-type: none"> • Commitment to upholding and promoting the ethos and values of the school • Committed to continuous professional development • Enthusiastic with an engaging teaching style • Approachable, with good teamwork skills • Punctual and organised; able to prioritise tasks and manage own time effectively • Resilient and resourceful; always looking for ways to solve problems and pre-empt those which might occur 		
<p style="text-align: center;">Equal Opportunities</p>	<ul style="list-style-type: none"> • Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin. 		