

Job Description – EYFS Phase Leader



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Job Title: Phase Leader

Reports to: Executive Headteacher/Head of School

Liaison with: Hub Business Managers, School-based administrators, CEO, DSAT Services Team

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act, the required standards for Qualified Teacher Status, other current educational legislation and the Trust's articles of association.

Main Job Purpose - Teacher:

1. Planning, Teaching and Class Management

- To teach allocated pupils by planning their teaching to achieve progression of learning through:
 - identifying clear teaching objectives and specifying how they will be taught and assessed;
 - setting tasks which challenge pupils and ensure high levels of interest;
 - setting appropriate and demanding expectations;
 - setting clear targets, building on prior attainment;
 - identifying SEN or very able pupils;
 - providing clear structures for lessons maintaining pace, motivation and challenge;
 - making effective use of assessment and ensure coverage of programmes of study;
 - ensuring effective teaching and best use of available time;
 - monitoring and intervening to ensure sound learning and discipline;
 - working in accordance with school policies, providing excellent moral, social, spiritual and cultural role models;
 - putting the needs of the school's pupils first and actively promoting enthusiasm to learn;
 - actively promoting environmental sustainability.

- To use a variety of teaching methods to:
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
 - select appropriate learning resources and develop study skills through library, ICT and other sources;
 - ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
 - evaluate their own teaching critically to improve effectiveness.

- To liaise with other teachers in the year group, key stage and, where appropriate, other phases, in planning, delivering, assessing and evaluating each area of the curriculum.
- To take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies, and particularly the foundations for literacy and numeracy.
- To encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.
- To use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

- To manage parents and other adults in the classroom.

2. Monitoring, Assessment, Recording, Reporting

- To assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- To mark and monitor pupils' work and set targets for progress.
- To assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- To prepare and present informative reports to parents.

3. Other Professional Requirements

- To have attained the National Standards for Qualified Teacher Status.
- To enhance and update their teaching skills through collaborative professional learning.
- To have a working knowledge of teachers' professional duties and legal liabilities.
- To operate at all times within the stated policies and practices of the school.
- To establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- To endeavour to give every child the opportunity to reach their potential and meet high expectations.
- To contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school.
- To take responsibility for their own professional development and duties in relation to school policies and practices.
- To liaise effectively with parents and governors.
- To take on any additional responsibilities which might from time to time be determined.

4. Leadership Responsibilities

Strategic Leadership and Vision

- Shape and articulate a clear, ambitious vision for EYFS aligned with whole-school priorities
- Contribute to school self-evaluation and drive continuous improvement planning
- Lead and implement improvement priorities that secure strong outcomes for all children
- Champion a culture of high expectations, inclusion, and excellence in early years education

Curriculum, Teaching and Learning

- Lead the development and implementation of a high-quality, engaging EYFS curriculum
- Oversee assessment systems to ensure accurate tracking of progress and attainment
- Ensure consistency and progression in teaching, learning, and provision across the EYFS phase
- Monitor and evaluate learning environments to ensure they are stimulating, purposeful, and language-rich

Raising Standards and Accountability

- Analyse performance data to identify strengths, gaps, and next steps
- Use evidence-informed approaches to raise standards and improve outcomes for all groups of learners
- Lead robust self-evaluation within EYFS, contributing to whole-school improvement

Coaching, Development and Staff Support

- Lead, coach, and develop staff within the EYFS phase to secure high-quality teaching
- Conduct lesson observations and provide clear, actionable feedback
- Provide bespoke support for teachers, including modelling, team teaching, and targeted guidance
- Design and deliver high-impact professional development, including in areas such as maths, science, and writing in EYFS

Monitoring and Quality Assurance

- Monitor children's learning through book looks, observations, and discussions
- Evaluate the quality of provision and ensure alignment with curriculum intent
- Ensure improvement plans are implemented effectively and impact is measurable

5. To fully comply with the Trust's safeguarding policy.

This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process, and we would aim to reach agreement on any changes.

Person Specification – EYFS Phase Leader



	Essential	Desirable	Assessed
Qualifications	<ul style="list-style-type: none"> Have qualified teacher status Proven teaching experience in the EYFS Use of ICT to support teaching and learning 	<ul style="list-style-type: none"> NPQEYL Experience of FS1 	Application Form Interview
Knowledge and Understanding	<ul style="list-style-type: none"> A secure knowledge of EYFS A secure knowledge and understanding of the teaching of phonics Ability to plan and deliver stimulating lessons Have an understanding of how to use assessment for learning Be able to keep detailed records and monitor children's progress Be able to use a variety of behaviour management strategies Have an understanding of SEND Keep up to date with current initiatives 	<ul style="list-style-type: none"> Evidence of recent and relevant professional development 	Application Form Interview
Skills and Abilities	<ul style="list-style-type: none"> Be an excellent teacher Ability to differentiate for individuals Have an understanding of how children learn and develop Be able to work as part of a team Have the ability to lead curriculum subjects 	<ul style="list-style-type: none"> Use data to inform school target setting. Experience of leading a curriculum area in school. 	Application Form Interview
Working with others	<ul style="list-style-type: none"> Be able to build positive relationships with children and adults Be a role model to staff, children and the community Liaise with and report to parents, governors and outside agencies 	<ul style="list-style-type: none"> Show experience of working alongside others 	Application Form Interview
Personal Attributes	<ul style="list-style-type: none"> Organised Flexible Enthusiastic Committed to upholding the Christian ethos of the school Self-motivated Excellent communication and interpersonal skills. Show initiative Resilient Be reflective on own practice. Have a desire to engage in own professional development. 		