

**Post Title:** EYFS Phase Leader  
**School:** Burley Oaks Primary School  
**Reports to:** Headteacher  
**Pay Range:** MPS / UPS (no ECT)  
**Contract:** Full time, 1 year Maternity cover, starting Sept 26



## **GENERIC INTRODUCTION**

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## **PRIME OBJECTIVES OF THE POST**

As a Primary school teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across EYFS and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards within your specialist subject area/across the curriculum.

You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a Classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.

## **EFFORT DEMANDS**

- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

## **STRATEGIC DIRECTION**

- Develop and implement policies for the EYFS in line with our school's commitment to high-quality teaching and learning
- Have a good understanding of how well the EYFS is being delivered and the impact on pupil achievement
- Use understanding to feed into the school development plan and produce an action plan for EYFS
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values
- Consult pupils, parents and staff about the EYFS and its effectiveness, and assess the feedback against the school's vision, values and aims
- Work with the special educational needs coordinator (SENCO) to ensure the curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities
- Work with subject leaders to understand how their subject is developed at the EYFS
- Share outstanding EYFS practice, knowledge and expertise throughout the school and across the Trust as appropriate.

## **LEADING THE CURRICULUM**

- Develop and review regularly the vision, aims and purpose for EYFS
- Monitor changes to EYFS teaching, learning and school improvement, and share with staff as appropriate
- Oversee the planning of a curriculum that:
  - Is diverse and inclusive
  - Meets the needs of all pupils and the requirements of the EYFS framework
  - Is well sequenced to promote pupil progress towards the early learning goals (ELGs)
  - Is effectively and consistently implemented across the EYFS
- Ensure an effective system of assessment that meets the requirements of the EYFS framework and tracks the progress of pupils to check the curriculum has a positive impact on learning
- Have an overarching responsibility for pupils' achievement and standards in the EYFS
- To teach students according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the students.
- Identifying effective intervention and mentoring strategies for students.
- To mark and grade students work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc

## **HEALTH, SAFETY AND DISCIPLINE**

- To ensure a safe, secure and healthy environment for students
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

## **WHOLE SCHOOL ORGANISATION AND STRATEGY**

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits.
- To contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

## **LEADING AND MANAGING STAFF**

- Hold regular team meetings on the EYFS to keep staff informed of developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the EYFS
- Monitor teaching and learning to assess how well the EYFS is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the EYFS
- Take a leading role in inducting new EYFS staff and making sure they uphold expected values and teaching standards
- Coach and model team teaching
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
- Monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate

## **EFFICIENT AND EFFECTIVE DEPLOYMENT OF RESOURCES**

- Provide support with textbooks and library books in the EYFS
- Create a safe, welcoming environment and take care of the classroom accommodation
- Audit the indoor and outdoor learning spaces in the EYFS to evaluate the quality of the overall learning environment
- Ensure resources used are diverse, inclusive and accessible
- Provide support with classroom displays for the EYFS across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Support continuous provision in the EYFS, which allows pupils to play independently and gives them a sense of ownership over their environment
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the EYFS budget effectively to ensure it is spent on resources that add value and enhance the learning experience
- Prepare appropriate resources for remote learning to ensure the EYFS can be delivered at home

## **PROFESSIONAL DEVELOPMENT**

- To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

## **COMMUNICATION**

- To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events.

## **WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS**

- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

## **ENVIRONMENTAL DEMANDS/WORKING CONDITIONS**

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

## **FLUENCY DUTY**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level and demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

## **SPECIAL CONDITIONS OF SERVICE**

- All applicants must be willing to sign a Disqualification Declaration form.
- An enhanced DBS with Children's Barred list check is required for the successful applicant.
- It is an offence to apply for the role if barred from engaging in regulated activity with children.
- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable adults/finance.
- Online searches will be conducted on short listed candidates.
- All applicants' attention is drawn to the school's Child Protection and Safeguarding policies which may be found on the [Policies Page](#) on our website along with the BOPS Privacy Notice for Applicants and our DBS policy which includes information on the employment of ex-offenders.

## **Other Duties**

This job description may be amended at any time in consultation with the post holder. It outlines the key responsibilities expected but is not exhaustive. The post holder may be required to carry out additional duties reasonably requested by the Headteacher.

## **Recruitment and Selection Policy Statement**

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

This post is subject to the satisfactory completion of a six-month probationary period.

## **OTHER CONSIDERATIONS**

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

## EYFS Phase Leader - Person Specification

The Local Governing Board of Burley Oaks Primary School and Trustee Board of Moorlands Learning Trust are determined to ensure that the school remains one which has the highest aspirations and provides excellence for all within its community and operates in line with the vision and values of the school and Trust. [Click here](#) for further information about our school and [here](#) for further information on Moorlands Learning Trust.

The successful applicant will have the following qualifications and characteristics:

	ESSENTIAL (E) / DESIRABLE (D)
<b>EXPERIENCE:</b>	<ul style="list-style-type: none"> <li>• Proven record of success/potential as an outstanding Teacher (E)</li> <li>• An understanding and demonstration of barriers to learning and how those may be overcome (E)</li> <li>• Experience of managing pupil performance and intervention strategies to raise performance (E)</li> <li>• Previous teaching within primary education/early years (E)</li> <li>• Experience of safeguarding &amp; additional educational needs (E)</li> <li>• Experience of working alongside employer partners to achieve learning objectives (E)</li> <li>• Successful experience of EYFS Leadership (D)</li> <li>• Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level (E)</li> </ul>
<b>QUALIFICATIONS/ TRAINING:</b>	<ul style="list-style-type: none"> <li>• Honours degree or equivalent in relevant subject (E)</li> <li>• Qualified Teacher Status (E)</li> <li>• Professional qualification or relevant experience (D)</li> </ul>
<b>KNOWLEDGE/ SKILLS:</b>	<ul style="list-style-type: none"> <li>• Expert knowledge of the EYFS statutory framework and handbook (E)</li> <li>• Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve (E)</li> <li>• Awareness of local and national organisations that can support delivering the EYFS (E)</li> <li>• Ability to build effective working relationships with staff and other stakeholders (E)</li> <li>• Ability to adapt teaching to meet pupils' needs (E)</li> <li>• Ability to build effective working relationships with pupils (E)</li> <li>• Knowledge of guidance and requirements around safeguarding children (E)</li> <li>• Excellent literacy, numeracy and IT skills (E)</li> <li>• In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. (E)</li> </ul>

<b>PERSONAL QUALITIES:</b>	<ul style="list-style-type: none"> <li>• Strong 'moral purpose' and emotionally intelligent</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Skilled at building and forming genuine and productive working relationships with staff, parents and students, with governors, partners and the wider community</li> <li>• Approachable, reflective, and resilient in a dynamic school environment</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to confidentiality, safeguarding and professional integrity</li> <li>• Willingness to contribute to wider school life and work flexibly</li> </ul>
<b>EQUAL OPPORTUNITIES:</b>	<ul style="list-style-type: none"> <li>• Candidates should indicate an acceptance of, and a commitment to, the principles of the Trust's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community</li> <li>• Commitment to equal opportunities policies relating to age, disability, gender, race, religion and sexual orientation and compliance with the Human Rights Act in an educational context</li> </ul>
<b>CIRCUMSTANCES – PERSONAL:</b>	<ul style="list-style-type: none"> <li>• Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).</li> <li>• No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).</li> </ul>
<b>SAFEGUARDING:</b>	<ul style="list-style-type: none"> <li>• Has appropriate motivation to work with children and young people, and can relate to them</li> <li>• Ability to maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Displays commitment to the protection and safeguarding of children and young people</li> <li>• Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the actions to take if necessary</li> </ul>

Moorlands Learning Trust is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The Trust fully adheres to statutory guidelines in respect to safer recruitment.

All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. However, amendments to the Exceptions Order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.

All offers of appointment are conditional until satisfactory completion of the mandatory pre-employment checks.