

JOB PROFILE

POST TITLE: Phase Lead: EYFS – Yr 3

RESPONSIBLE TO: Deputy Headteacher / Head of Primary – Phase 1 Lead: EYFS – Yr 3 / Designated Safeguarding Lead (DSL)

PURPOSE: To take lead responsibility in enhancing standards and ensuring entitlement of pastoral care, and safeguard and promote the welfare of pupils.

GRADE: MPS/UPS + TLR2 = £3527

Main Responsibilities and Accountabilities

Pupil Welfare:

- To act as a Deputy Safeguarding Lead for your Phase and liaise with the DSL.
- To lead and develop excellent practice within the Key Phase and to contribute to raising standards of all learners.
- To promote and monitor the pastoral provision within the Key Phase. This will include running regular assemblies for your phase.
- To encourage positive and responsible personal and corporate attitudes towards work, behaviour and general development.
- To liaise with staff and parents in support of the academic and pastoral progress of all pupils.
- To organise events and liaise with staff to promote the House System and rewards with your phase.
- To actively have a presence around the primary school.
- Liaise with staff in recording attendance, participation and achievements in the term, reporting to SLT as appropriate.
- When required prepare references and report to outside agencies.
- To ensure the Behaviour Policy is adhered to and that all members of staff are held to account with regard to its implementation.
- To contribute to weekly CPD sessions.
- To contribute towards the organisation of Transition Days, Parents Evenings, Open Evening.
- To monitor the academic progression of pupils in your Phase area and meet regularly with parents when pupils are underachieving.
- To attend scheduled pastoral meetings.
- To complete referrals for individual pupils who require additional pastoral support.
- To complete home visits and offer additional support to families and complete and lead on Early Help referrals working closely with outside agencies.
- To monitor CIN and CP cases and ensure the pupils are supported in school and information is shared amongst professionals appropriately.
- To ensure all PEP paperwork is completed for the LAC pupils in your Phase area and LAC meetings are attended.

- Act with integrity, maintaining confidentiality at all times.
- To work alongside the designated LAC teacher and ensure appropriate virtual school online training has taken place.
- Ensure successful pupil transition throughout the phase, especially at key transition points of Kindergarten- Reception and Year 2- Year 3.

Leadership and Management: Strategic Development of the School

To work alongside the Headteacher, Governors and other members of the Senior Leadership Team, to help develop a strategic view for the school and analyse and plan for future needs, objectives and policies. This will be achieved through:

- Contributing towards and implementing the strategic and annual School Improvement Plan.
- Reviewing and updating appropriate school policies in conjunction with relevant members of staff.
- To contribute to/lead staff CPD.
- To be the lead on the OPAL Play initiative, working with the rest of the steering group.
- Assisting in the management and performance of staff through monitoring and evaluation in line with the requirements of appraisal.
- Developing supportive relationships with pupils, staff, the Senior Leadership Team, Governors, and the school/wider community.
- Promoting the corporate image of the school, being mindful of the reputation of the school, considering how this can be enhanced/maintained and attending associated events.
- Participating in the safer recruitment of staff and review of potential staffing structures.
- Maintaining high standards leading by example of professional and personal skills and attributes (including behaviour and dress) for pupils to model and respect.
- Being aware of and promoting the school as a whole, having an awareness of the 14 year journey of pupils and the subsequent requirements through each Key Phase.
- To uphold the school ethos as outlined in the School Mission Statement.

Management of Teaching and Learning and Pupil Progress

To be responsible for liaising with relevant members of staff in monitoring the quality of teaching and learning and subsequent academic progress of all pupils in your phase. This will be achieved through:

- Access to and understanding of data to monitor departments, subjects, vulnerable groups and individuals.
- Engagements in procedures to assess standards, such as target setting, learning walks, book reviews and lesson observations.
- Supporting the internal/external moderation if progress.
- Monitoring the consistency of policy implementation relating to the academic and pastoral development of the pupils.
- Assess the impact of CPD provision and enrichments activities.
- Monitoring and evaluating the assessment and feedback to students in line with whole school and department policy.
- Insisting on high expectations of behaviour and dress, promoting a 'business like' attitude to learning and the school's core values.

- Liaising with staff to ensure continuity of provision across Key Phases.
- Promoting positive attitudes to learning through appropriate teaching and learning strategies and effective working environment – promoting high quality displays.
- To participate in the school's review systems and feedback on issues relating to Teaching and Learning to the Senior Leadership Team and Governors.
- Promoting the school ethos through assemblies, staff/pupils meetings.
- Participating in reviews of the curriculum to ensure programmes meet gender requirements, exam specification and cohort requirements.
- Working with external agencies as required.

Management of Pupil Welfare:

To be responsible for liaising with relevant members of staff in monitoring and promoting the pastoral care and well-being of pupils. This will be achieved through:

- Promoting procedures that actively safeguard and enhance the well-being of pupils.
- Establishing clear expectations of staff and pupils in line with the schools Code of Conduct.
- Liaising with staff to maintain standards of behaviour during lessons and breaks and off-site visits.
- Attend regular meetings with Designated Safeguarding Lead.
- Implementing procedures to ensure the safety of all pupils.
- Complying with the school's Safeguarding Policy in order to ensure the welfare of children and young persons and carry out duties during breaks to ensure the safety of all pupils.

Communication:

To foster clear communications with those involved in the academic development and well-being of all pupils (including governors, headteacher, Senior Leadership Team, staff, form tutors, parents and outside agencies as appropriate). This will be achieved through:

- Assisting in the review of channels of communication, including the school website, handbooks and the school management system.
- Reviewing the structure for communication with parents – frequency of events and reporting structure.
- Liaising with and attending relevant meetings with staff members to support high quality teaching and learning and pastoral care.
- Liaise with appropriate support agencies where necessary, i.e. Social Services, EWO, Police.
- Maintaining and logging appropriate records of all correspondence and notes of significant interview/discussions and meetings.
- To contribute to weekly staff updates and ensure area of key responsibility is represented effectively within the school.
- Ensuring policy and procedures are adhered to, promoting efficiency and equality for all staff, pupils and parents.

General Responsibilities

- To contribute to and uphold the overall vision and ethos of South Cumbria Multi Academy Trust.

- Attending meetings within the School/Trust and external events as required where calendared.
- To recognise own strengths and areas of expertise and use these to inspire, advise and support others.
- To promote team work, working in partnership to ensure effective working relations.
- To be aware and comply with equal opportunities and all Trust/School policies at all times.
- To assist with the development of policies and procedures as may be required outside own remit of role.
- To produce, and respond to, complex correspondence from stakeholders and external agencies.
- To participate in training and other learning activities and performance development as required.
- To maintain confidentiality at all times in respect of Trust/School-related matters and to prevent disclosure of confidential and sensitive information.
- To comply with all of the Trust's/School's safeguarding requirements

This list is not exhaustive and may be amended. The role may include other reasonable tasks or responsibilities as directed by the Headteacher.

PERSON SPECIFICATION

**POST: Phase Lead: EYFS – Yr 3:
CHETWYNDE SCHOOL**



QUALIFICATIONS AND TRAINING	ESSENTIAL (E) DESIRABLE (D)	HOW IDENTIFIED
Holds Qualified Teacher Status (QTS) or can demonstrate expertise which would be required to attain QTS.	E	A
Educated to degree level or equivalent	E	A
Level 3 Safeguarding or working towards this	E	A
Evidence of continuing professional development	E	A
KNOWLEDGE AND EXPERIENCE	ESSENTIAL (E) DESIRABLE (D)	HOW IDENTIFIED
Good knowledge of legislation and guidance on curriculum requirements	E	A/R/S
Outstanding classroom practice, constantly showing a positive and resilient approach to pupils and staff	E	A/R/S
Knowledge of effective teaching and learning strategies	E	A/R/S
A good understanding of how children learn	D	A/R/S
Knowledge and understanding of the EYFS curriculum	E	A/R/S
Ability to adapt teaching to meet pupil's needs	E	A/R/S
Knowledge of effective behaviour management strategies	E	A/R/S
Experience of pastoral management	E	A/R/S
Knowledge of guidance and requirements around safeguarding children	E	A/S
In-depth knowledge and understanding of data and its use in raising achievement	D	A/S
Excellent leadership and management skills, inspiring confidence in staff and pupils	E	A/S
Ability to communicate a vision and inspire others	E	A/S
Ability to build effective working relationships with staff and other stakeholders.	E	A/S
SKILLS AND ABILITIES	ESSENTIAL (E) DESIRABLE (D)	HOW IDENTIFIED

Possesses excellent communication, organisational and interpersonal skills	E	A/R/S
Able to establish and maintain positive relationships (staff, agencies, external/internal etc.)	E	A/R/S
Excellent written and proof-reading skills	E	A/S
Decisive	E	S
Proven ability to work in a fast-paced environment	E	A/R/S
Ability to think strategically and deliver operationally	E	A/R/S
CHARACTERISTICS	ESSENTIAL (E) DESIRABLE (D)	HOW IDENTIFIED
Self-motivated and hard working	E	S
Sense of humour and optimism	E	S
Willingness to be flexible and work to meet the best interest of the Trust	E	R/S
Open, honest and approachable	E	R/S
Innovative and creative	E	S
Able to support, guide, challenge and influence their key peer group	E	S

A: Application

R: Reference

S: Selection Process