



Winnersh Primary Job description: Lower Phase Lead

Winnersh Primary School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Salary: MPS/UPS

Hours: Full time

Contract type: Full time/permanent

Reporting to: Headteacher

Responsible for: Lower Phase team (Years 1 – 3)

Main purpose

In addition to:

- Fulfilling the professional responsibilities of a teacher, as set out in the [School Teachers' Pay and Conditions document](#)
- Meeting the expectations set out in the [Teachers' Standards](#)
- The Lower Phase Leader, under the direction of the headteacher, will take lead responsibility of the Lower Phase to secure:
 - High-quality teaching
 - Effective use of resources
 - Improved standards of learning and achievement for all
 - A successful, collaborative staff team

Duties and responsibilities

Strategic direction

- Develop and implement policies for the Lower Phase in line with our school's commitment to high-quality teaching and learning
- Have a good understanding of how well the Lower Phase is being delivered and the impact on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the Lower Phase
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values
- Consult pupils, parents and staff about the Lower Phase and its effectiveness, and assess the feedback against the school's vision, values and aims
- Work with the special educational needs coordinator (SENDCO) to ensure the curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities
- To liaise effectively with the senior leadership team (SLT) to ensure consistency of approach in teaching and learning and the highest quality of education for all its pupils.
- Work with subject leaders to understand how their subject is developed through the Lower Phase
- Liaise with the local authority (LA) and SLA (Schools Learning Alliance) on Lower Phase-related projects and activities

- Share outstanding Lower Phase practice, knowledge and expertise throughout the school as appropriate

Leading the curriculum

- Develop and review regularly the vision, aims and purpose for the Lower Phase
- Monitor changes to 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 National Curriculum
 - Is well sequenced to promote pupil progress
 - Is effectively and consistently implemented across the phase
 - Reflects our school ethos of 'Learning is an Adventure'
 - Provides opportunities to embed our school values of 'Get Involved', 'Show Respect' and 'Embrace Challenge'
 - Reflects the relevant theory behind high quality teaching and learning practice
- Make sure there is an effective system of assessment that meets 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 Lower Phase

Leading and managing staff

- Hold regular team meetings to keep staff informed of developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the Lower Phase
- Monitor teaching and learning
- Provide feedback to staff based on the above observations and with support of the Senior Leadership Team, identify training needs and provide continuing professional development (CPD)
- Take a leading role in inducting new Lower Phase 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
- Alongside the Wellbeing Lead, monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate

Efficient and effective deployment of resources

- Create a safe, welcoming environment and take care of the classroom accommodation
- Ensure resources used are diverse, inclusive and accessible
- Provide support with classroom displays for the Lower Phase across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the Lower Phase budget effectively to ensure it is spent on resources that add value and enhance the learning experience

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the EYFS leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none">• Degree• Qualified teacher status
Experience	<ul style="list-style-type: none">• Successful experience of middle leadership is desirable but not essential• Teaching experience
Skills and knowledge	<ul style="list-style-type: none">• Understanding of high-quality teaching and learning strategies, and the ability to model this for others and support others to improve• Awareness of local and national organisations that can support teaching and learning• Ability to build effective working relationships with staff and other stakeholders• Ability to adapt teaching to meet pupils' needs• Ability to build effective working relationships with pupils• Knowledge of guidance and requirements around safeguarding children• Good IT skills• Effective communication and interpersonal skills• Ability to communicate a vision based on relevant research and reading and inspire others
Personal qualities	<ul style="list-style-type: none">• Kind, calm and reflective approach to leadership• Commitment to getting the best outcomes for all pupils• Uphold and promote the ethos and values of the school• Ability to work under pressure and prioritise effectively• Maintain confidentiality at all times• Commitment to safeguarding, equality, diversity and inclusion• Confident to contribute to professional discussions in order to move the school forward

Notes:

This job description may be amended at any time in consultation with the postholder.