



St Thomas of Canterbury

Catholic Primary School

Early Years Phase Leader

Position: Early Years Phase Leader and Class Teacher

Salary: Inner London Pay Scale plus TLR

Start date: April 2025 (or negotiable depending on notice periods)

Contract: Full time, Permanent

Reporting to: Head Teacher / Deputy Head Teacher

An exciting opportunity has arisen for someone inspirational, dedicated, and motivated to become a Early Years Leader here at St Thomas of Canterbury!

As Early Years Phase Lead you will be a key member of the Senior Management Team and ensure the smooth running of the Early Years unit.

We are looking for someone who:

- Qualified teacher with experience of teaching in the Early Years Foundation Stage (EYFS)
- Experience of working with children with Special Needs
- Supports the aims and mission statement of this faith School
- Evidence of a clear vision about the future development of teaching and learning of within the EYFS
- Is an excellent role model
- Has experience of supporting the performance of others and leading a team
- Has excellent communication and interpersonal skills including diplomacy, resilience and strategic thinking

We can offer you:

- A happy, learning environment where everyone is valued.
- A highly motivated staff team and supportive parents.
- Children who enjoy learning and are motivated by enriching learning experiences.
- A committed and supportive environment where you will be encouraged to develop professionally.
- Commitment to high quality professional development
- A supportive Leadership Team and Governing Body.
- A commitment to a good work/life balance
- A community with Christ at the centre.
- Excellent Employee Assistant Programme

St Thomas of Canterbury is a happy and vibrant school in the heart of Mitcham, with approximately 430 pupils. We encourage you to come and visit, meet our welcoming staff and children and experience the '*family feel*' we have here at St Thomas.

To arrange a visit to the school and an informal conversation with the Headteacher. Please call Jennifer Newton, School Business Manager on 020 8648 0869 ext.3

Closing date: Noon Wednesday 12th March 2025 Interviews: Week beginning 17th March 2025

This role is subject to the terms and conditions of STPCD (schools Teachers Pay and Conditions Document)

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicants will be subject to an enhanced DBS check, will be made before an appointment is confirmed

We reserve the right to withdraw this vacancy at any time ahead of closing date if there is a good level of response. Therefore, we recommend you submit your application as early as possible. We reserve the right to interview shortlisted candidates ahead of the closing date.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve

Job Description - EYFS Phase Lead

Main Purpose

The role of Early Years Leader is to be a leader in the classroom and ensure every day counts for all children, showing high level of commitment to the school and offer positive support for its vision, aims and values.

The EYFS Lead under the direction of the Headteacher and/or Deputy Headteacher will:

- To lead and manage the EYFS phase team to provide high quality learning for all children within a safe, happy and caring environment.
- To ensure the smooth day to day operational running of the Early Years Unit
- Assess, monitor and record on the learning needs, progress and achievements of all pupils in the Early Years, making accurate and productive use of assessment
- 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.
- To help co-ordinate specific provision to support individual pupils with SEN or a disability alongside the SENCo
- To contribute to, and promote, the vision, culture and Catholic ethos of the school.

Class Teacher Responsibilities:

The class teacher is responsible for the education and welfare of the children in accordance with the requirements of Conditions of Employment of School Teachers. The class teacher will also share in the corporate responsibility for the well-being and discipline of all pupils at St Thomas of Canterbury Catholic Primary School.

The purpose of this teaching role is to provide high quality teaching, effective assessment and imaginative lesson planning/ use of resources, thereby motivating children and leading to a good standard of learning and achievement for all.

Specific Responsibilities:

In accordance with the school's policies and under the direction of the Head Teacher.

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

In addition to the responsibilities of class teacher, as set out by the class teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

Duties and Responsibilities

Leading, developing and enhancing the teaching practice of others

- Lead and enable staff in planning, teaching and evaluation of teaching which enthuses and engages children in learning and ensures that high standards are recognised, valued and maintained in all areas of the EYFS curriculum

- Work with teaching staff to promote best and innovative practice to enrich the range of teaching and learning styles in the school
- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate
- To liaise with staff and parents to support positive well-being and good behaviour across the phase
- To be a strategic and supportive member of the wider senior leadership team
- Make sure the Early Years Policy is put into practice and its objective are reflected in the schools Development Plan (SDP)
- Provide guidance to staff in marking and assessment for learning and standards expected
- To support colleagues to create a stimulating environment for learning
- To take an active role within the school's Appraisal policy in addition to supporting and promoting continuous professional development to ensure effectiveness and development of all staff

Monitoring and Evaluation

- Ensure that planning, assessment, target setting, recording and reporting systems are implemented in line with school policy
- Provide feedback to teachers and disseminate examples of excellent planning and teaching
- Monitor standards across the phase through observation, assessments, moderation and data analysis, and use this information to action required support – including setting targets for continuous improvement towards the Good Level of Development (GLD) at the end of the EYFS Phase.

Leadership and Management

- Organise regular phase meetings to ensure good communication, consistency in practice and good pupil progress
- Lead team in ensuring effective communication with parents/carers, SLT, governors and the wider community Attend and contribute to Senior Management meetings
- Update teachers of changes to school policy and ensure they are implemented
- Liaise closely with staff and other professionals so that they are able to make a significant contribution to teaching and learning in the phase
- Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents
- Identify training needs for staff and how to meet these needs
- Provide opportunities for the development of staff skills and knowledge within the team
- Undertake performance management – appraisal for assigned staff
- Induct, support and monitor new staff within the phase
- Where necessary mentor Early Career Teachers within phase

Safeguarding

- To work in line with statutory safeguarding guidance (e.g. Keeping children safe in Education, PREVENT) and our safeguarding and Child Protection Policies
- Work with the designated Safeguarding Lead (DSL) to promote the best interests of the pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

Other

- Safeguard the health and safety of self and others in accordance with the school's Health and Safety Policy
- To undertake other reasonable tasks commensurate with the level of the role

Please note that 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 teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person Specification – Early Years Phase Lead

All post-holders are expected to demonstrate a commitment to equal opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms. This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification and you should refer to these.

Description	Essential	Desirable
Training and Qualifications		
Degree	✓	
Qualified Teacher Status	✓	
Successful experience		
Successful teaching experience within the Early Years Foundation Stage	✓	
Involvement in self-evaluation and development planning		✓
Experience in developing and line managing staff	✓	
Successful experience of aspects of leading a team in curriculum or other school wide initiatives	✓	
Outstanding pastoral care and safeguarding of children	✓	
Knowledge and Understanding		
A strong knowledge of how to plan for taught sessions and continuous provision in the EYFS	✓	
The knowledge of effective teaching and learning strategies in the EYFS	✓	
A strong commitment to developing strategies to meet the personalised learning and emotional needs of every child	✓	
Knowledge of a range of effective strategies for inspiring and motivating staff to achieve their full potential through collaboration and coaching with a focus on raising standards and school improvement	✓	
Good understanding of the role of parents and the community in school improvement and how this can be practised and developed	✓	
Data analysis skills and the ability to use data to inform provision planning	✓	
Knowledge of the Early Years foundation Stage statutory framework and Profile Handbook	✓	
A secure knowledge of Little Wandle Letters and Sounds Revised SSP	✓	
Personal Qualities		
A commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	✓	
Ability to create and maintain a positive team spirit delegating, negotiating and challenging where necessary, with sensitivity	✓	
Boundless enthusiasm, determination and drive to inspire others to achieve high standards	✓	
Self-motivated and resilient to the pressures that leadership brings	✓	

A solution-focussed mind-set and a determined “no-excuses” approach to raising standards	✓	
A personable nature to build effective relationships with parents/members of the community	✓	
A lively, creative, good-humoured approach to all aspects of teaching, management & leadership	✓	
Understanding of and commitment to the school policies, in particular: <ul style="list-style-type: none"> • Safeguarding/keeping Children Safe in Education • Behaviour Policy • Health and Safety • Equal Opportunities Policy 	✓	

Notes:

This job description may be amended at any time consultation with stake holders/post holder