



Quwwat-ul-Islam Girls' School,
16 Chaucer Road,
Forest Gate,
London, E7 9NB.
T: 020 8548 4736
E: vacancies@quwwatulislam.com

Job Description - Early Years Phase Lead/Teacher

Post	Early Years Phase Lead/Teacher
Reports to	Head Teacher
Key relationships	Head Teacher, Leadership Team, Recruitment officer, Admin team, Staff, Pupils, Parents/Carers, External agencies/professionals
Main Duties	Carry out the professional duties of a Phase Lead and early years practitioner as circumstances may require and in accordance with the school's policies and ethos under the direction of the Head Teacher.
Responsible For	Early Years Department
Hours of Work	8:00am to 4:00pm Mon - Fri Wed 8:00am to 4:30pm

The EYFS Phase Lead will be expected to work autonomously in relation to the day to day management of the Early Years Department. The role requires the confidence to make day to day decisions thoughtfully and with a high degree of sensitivity to the needs of the staff, children and families.

Main Purpose of this role:

- To provide safe, high quality education and care for children aged 3-5 years;
- To fulfil legal and statutory requirements and to supervise staff on a day to day basis;
- To contribute to and implement Early years policies;
- To have full knowledge of the school's policies, aims, objectives and organisational procedures in such a way as to contribute positively, sensitively and harmoniously to their achievement;
- Take part in cover arrangements where necessary;

- Maintain discipline according to the behaviour management policy of the school;
- Perform any other duty allocated by the head teacher from time to time, in line with the operational needs of the school.

Main Duties & Responsibilities:

- Adhering to the school's ethos, values and vision; abiding by the agreed policies and procedures to ensure provision is of the highest quality;
- Leading and supervising the day to day running of the Early years department;
- Interacting on a professional level with all colleagues and establish and maintain good working relationships which will promote the development and effective delivery of the curriculum and maximise children's achievement;
- Supervising the work of the early years staff within the EY's setting as well as any students who may be on teaching practice or work placement. Developing and implementing an engaging, accessible and relevant curriculum;
- Safeguarding and pastoral care of the children within the early years setting, ensuring that children's safety, wellbeing and welfare are at the forefront of all they do;
- Supporting parents in becoming competent and confident co-educators who are actively involved in their child's development.

Childcare and Education

- To provide a high quality of education and learning within the EY framework and offer appropriate stimulation and support to children attending the setting;
- To oversee the long term planning, following the EYFS curriculum, and sessional plans which ensure that each child is working towards desirable learning outcomes;
- To monitor and evaluate the effectiveness of the EY's curriculum and provision;
- To create a welcoming and family friendly environment;
- To ensure observations and assessments by EY staff are conducted in line with the EYFS framework, and shared regularly with parents and families;
- To promote positive values, attitudes and behaviour, dealing promptly with conflict and incidents in line with established school policy and encouraging children to take responsibility for their own behaviour;
- To liaise closely with parents/carers, informing them about the EY's provision and its curriculum, exchanging information about children's progress and encouraging parents' involvement;
- To observe children as individuals and promote the inclusion and acceptance of children with special needs ensuring access to activities through appropriate clarification, explanation and resources;
- To liaise with the school's SENDCO as appropriate and support staff in implementing any support plans for children with additional needs;
- To prepare children for their transition to school, including liaison with local schools and transferring relevant information as required.

Marketing & Admissions

- To promote the Early Years department to current parents and potential customers, including acting on enquiries, arranging and hosting tours, visits and 'settling in' days, and to follow up on these;

- To establish and maintain a programme of activities which encourages prospective parents to register with the Early Years department and contribute to the promotion of attendance at Open Days and Events;
- Proactively represent the Early Years department and advance its interests in the local community by building positive links.

Managing Staff

- To ensure appropriate staffing levels to OFSTED's requirements are maintained at all times;
- Support staff in the maintenance of appropriate planning, observation and assessment procedures to ensure a consistent service and maintain, with practitioners, a recording system for individual children that can be shared with parents and other professionals and agencies enabling improvements working methods and service;
- To feed into the performance management process for the Early Years department staff and run these as and when directed;
- Help identify staff training needs and feedback to the head teacher, provide and/or facilitate appropriate training opportunities for the Early Years department;
- To supervise staff and to be responsible for monitoring the quality of teaching and learning;
- To ensure all staff understand and work to the Early Years department policies and procedures, including how to deal with child protection issues appropriately and how to respond to incidents, accidents, complaints and emergencies

Leadership Responsibilities

- To ensure all current government guidelines and legislation, including duties to safeguard and promote the welfare of children, are adhered to;
- Be a constant advocate for driving improvement.

Health and Safety

- To ensure that the welfare and safety of children is promoted within the setting and ensure that any child protection concerns are acted upon immediately and appropriately;
- To ensure that First Aid is administered and reported in line with policy and procedure;
- To contribute to and to implement all the Early Years department policies and procedures, e.g. daily registers, signing out procedures, child protection, health and safety, confidentiality, food safety etc;
- To ensure records are properly maintained, including those held electronically e.g. daily attendance register, accident and incident reporting;
- To write and roll out all relevant and necessary risk assessments and ensure they are followed by all staff, children and volunteers;
- To ensure that the Early Years department is a safe environment for children, staff and others, that equipment is safe, standards of hygiene are high, safety procedures are implemented at all times.

○

This job description should be read in conjunction with the person specification. It is not a comprehensive list and you may be required to carry out additional tasks from time to time. The job descriptions are reviewed annually in line with business needs.

Early Years Phase Lead Person Specification Essential requirements based on job description	
Education & Qualifications	
• Early Years Teacher Status (EYTS) • A degree (for postgraduate routes) • GCSEs at grade C/4 or above in English, Maths, and Science • Undergraduate Route (BA with EYTS) • Graduate Employment-Based (For those already working in early years)	
Experience/knowledge	
• At least 2 years' experience working in an EYFS setting • Experience working in management in an EYFS setting as a senior member of staff • Excellent working knowledge of the Early Years Foundation Stage and current Ofsted statutory guidance. • Knowledge of and commitment to: child protection, health and safety, equal opportunities and SEN/Inclusion • Knowledge and proven practical experience of implementing good quality learning opportunities. • Understanding of relevant Safeguarding practice and awareness of relevant legislation. • Commitment to equal opportunities and understanding of religious and cultural diversity. • Ability to create and implement basic systems for child records.	
Skills and abilities	
• Be responsible, patient and approachable, with a caring personality; • Good numeracy and literacy skills; • Excellent verbal and communication skills with staff, children and parents; • Ability to relate well to children and adults; • Ability to self-evaluate learning needs and actively seek learning opportunities; • Ability to write detailed reports and keep clear and accurate records; • Ability to lead a team, manage effectively and efficiently upholding positive working relationships and an effective mentor; • Ability to observe, assess and report on children's behaviour; • Flexibility and adaptability in the face of challenging circumstances with a respect for confidentiality; • High level of initiative and creativity; • Ability to plan, devise and develop systems of work • Empathy and understanding of children under five • Good IT skills • Reliable, enthusiastic, and flexible	
Desirable Criteria	
• Working towards (or completed) EYP, Early Years' degree, or EYTS • Paediatric First Aid • Level 2 Food Safety and Hygiene • Safer recruitment training • Enhanced DBS Check on the update service	

Pastoral

- Have regard for the general well-being of all pupils in the school, but particularly for those in their class;
- Undertake supervision duties in accordance with the rotas published in the School.

School

- Attend and contribute to staff meetings and parents' meetings;
- Attend all school events taking place within the normal function of the school day;
- Attend the school Summer Fete;
- Play an active part in the presentation and display of pupils work on school display boards;
- Conform to the dress and behaviour code for staff at the school;
- Develop and maintain productive professional relationships with all staff, parents and the local community;
- Actively promote the school within the community.

Faith

As a staff at Quwwat-ul-Islam Girls' School your behaviour and conduct must be beyond reproach and you must be an excellent role model for all pupils. This includes modelling enthusiasm for learning. You should share and support the school's values through word and deed with vigour. It is also essential that teachers adhere to the beliefs and practices of Ahl-us-Sunnah and adhere to the staff code of conduct handbook and DfE professional standards for school staff.

The duties outlined in this job description are not exclusive and may be modified by the Governing Body, after discussion, to reflect or anticipate changes in the job, in line with the salary and job title. This job description is not a contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as a contract changes or as the organisation of the school changes. Nothing will be changed without consultation. This document will be reviewed annually.

Safeguarding

As a school we are committed to the safeguarding of children and adults.
All jobs offered will be subjected to a DBS Check and two satisfactory written references.