



JOB DESCRIPTION

Reporting to: Head Teacher and Deputy Head Teacher

Responsible for: High-quality teaching and learning

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 EYFS leader, under the direction of the headteacher, will take lead responsibility of the EYFS to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all
- Play a full part in the life of the school community and support its distinct diverse ethos

Duties and responsibilities

Specifically, in relation to the role of EYFS Lead to undertake the following responsibilities:

Strategic direction

- Provide vision, direction and leadership of Early Years (2-year-olds, Nursery and Reception)
- Ensure high quality early education that improves outcomes and narrows the gap between those children who are most vulnerable and the rest
- Monitor and evaluate the impact of policies, practices, etc in the EYFS, identifying developments needed and constantly seeking strategies for improvement; working in partnership with the early years team and senior leaders to achieve them
- Ensure the successful development and implementation of high quality, developmentally appropriate, inclusive learning environments in the Nursery and Reception which promote a balance between learning through play, providing learning activities which will challenge and develop and preparedness children for Year 1.
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values
- Review and evaluate the assessment management system to ensure it remains an effective tool that allows for precise tracking of children's progress



- Work in partnership with senior leaders in the cycle of school evaluation and development planning
- Work with colleagues in external settings and in Year 1 to ensure high quality transitions between phases
- 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 Ensure the Early Years meets the criteria for a successful Ofsted Inspection

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
- Make sure there is 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

Leading and managing staff

- work with senior leaders to deploy EYFS staff effectively
- Be a role model for staff in all aspects of their work and understand the importance of being flexible and adaptable
- Assist in creating expectations of responsibility and accountability by monitoring and evaluating practice and giving constructive feedback that develops the effectiveness of staff. Be prepared to challenge when necessary.
- Support the leadership team of the school in the performance management of staff in the EYFS
- Ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- Organise EYFS team meetings to develop and implement policies, initiatives, discuss samples of work, assessment and record keeping, moderation, etc. School self-evaluation



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- Establish the process of the setting of targets within the EYFS and work towards their achievement
- Adapt and implement school monitoring procedures
- Manage the collection of data in the EYFS
- Make use of data analysis; evaluate performance data and formulate strategies to address areas of concern
- 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
- 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

Communication

- Develop and maintain positive professional relationships with colleagues, parents, carers the local community, the local board of trustees.
- Attend and contribute to appropriate phase, senior leadership and trustees meetings
- Develop and maintain links with Local Authority, Trust, other external support services and other local EYFS settings
- Ensure parents are well informed about the EYFS curriculum, attainment and progress and are fully engaged as partners in the EYFS

You may be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description, in consultation with you, may be changed by the head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Downsell

PRIMARY SCHOOL



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<u>Training & Qualifications</u>	
1. Qualified Teacher Status	Essential
2. Evidence of continuing and recent professional development relevant to the post	Essential
<u>Knowledge and understanding</u>	
1. Having the knowledge and understanding of current theory and best practice in learning and teaching.	Essential
2. Understanding the issues that relates to high achievement and attainment.	Essential
3. Understanding of equal opportunity issues and how this can be effectively addressed in a multicultural school.	Essential
4. Clear understanding of data analysis and the important impact this can have on achievement and attainment.	Essential
5. Understanding effective procedures for managing and promoting positive behaviour among pupils.	Essential
6. Understanding a range of teaching and learning styles and techniques.	Essential
7. Culture and ethos – Having a good understanding of the importance and how this impacts on morale, high expectation and high standards.	Essential
8. A good understanding of the role of parents and the community in school improvement including how this can be practised and developed.	Essential
<u>Characteristics and Competencies</u>	
Being able to:	
1. Promote the school's aims positively.	Essential
2. Promote the school's positive culture and ethos	Essential
3. Communicate effectively (both orally and in writing) to a variety of audiences.	Essential
4. Create a fun, challenging and effective learning environment	
5. Develop good personal relationships within a team; making an effective contribution to high morale.	Essential
6. Focus on raising standards	Essential
7. Inspire others to achieve high standards	Essential
8. Build effective relationships with parents and all members of the school community	Essential
9. Create and enthusiastic and good-humoured approach to all aspects of teaching, management and leadership	Essential
10. Establish and develop close relationships with parents, governors and the community.	Essential