



### Job Description, Early Years Leader

<b>Post Title:</b>	Early Years Lead
<b>Grade:</b>	MPS/UPS + TLR 2a
<b>Responsible to:</b>	Headteacher
<b>Staff Supervised:</b>	Class Teachers and Support Staff within phase
<b>Responsible for:</b>	The planning, teaching and learning within the EYFS; to be accountable for standards across the EYFS; to liaise with other key stage leaders where necessary; to ensure continuity and progression throughout the curriculum.

#### **Job Purpose**

1. To carry out the duties of a school teacher as set out in School Teachers' Pay and Conditions Document.
2. To support, hold accountable, develop and lead the phase team in order to secure high quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils in Foundation Stage.
3. To be a member of the School Leadership Team and make a significant contribution to the strategic development and direction of the school.

#### **EYFS Lead**

The EYFS Leader will work in partnership with the Leadership Team to secure St Charles Primary School's success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement for all. The main responsibilities for this post are:

- To work with the SLT to accelerate progress for all pupils particularly in EYFS
- To support, develop and coach teaching and learning across EYFS and Lower Key Stage 1, so that the school has teaching which is consistently good or better.
- To lead and co-ordinate assessment across EYFS, maximizing pupil and parental engagement
- To support day to day leadership in school

#### **The EYFS Leader will also have key accountabilities for:**

##### **Knowledge and Understanding**

- What constitutes high quality in EYFS education provision, the characteristics of effective Early Years settings, and strategies for raising standards and outcomes for EYFS children
- How to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership

### **Strategic Leadership**

- Help develop a highly effective Early Years team through effective systems
- Maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for children in Early Years
- Be able to present a coherent and accurate account of the children's performance and other Early Years self-evaluation evidence in a form appropriate to a range of audiences, including governors, the LEA, the local community, OFSTED and others.
- Lead by example, provide inspiration and motivation to your teams. Embody for the pupils, staff, governors and parents the vision, purpose and leadership of learning in EYFS
- Ensure that all teaching staff and non-teaching staff are committed to the school's aims, and are accountable in meeting long, medium and short term objectives to secure school improvement, and targets which secure the educational success of all EYFS children

### **Planning and Setting Expectations**

- Lead and manage the creation and implementation of an EYFS strategic plan, with particular emphasis on improving the quality of teaching, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, and securing school improvement.
- Have high expectations of all pupils and staff
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

### **Assessment and Evaluation in EYFS**

- To work with the Leadership team to monitor, evaluate and review the effectiveness of policies, priorities and targets of the school in practice, and take action as necessary
- To contribute to the School Self Evaluation and write the appropriate sections of the School Improvement School.
- Work with other lead professionals to ensure the use of comparative data, together with information technology about pupils' prior attainment, to establish benchmarks and set targets for improvement
- Use this information to form annual action plans to inform and address areas for improvements

### **Relationship with Parents and the Wider Community**

- To support families with the induction and well-being of their child when they arrive in Early Years
- Ensure that parents are well-informed about their child's attainment and progress.
- To develop an effective partnership with parents and help them understand how they can support their child's learning and personal development
- Involve parents in the learning process through workshops and events
- Develop effective relationships with the community; make meaningful connections with our feeder childcare providers and their parents

### **Managing and Developing Staff**

- Ensure that a professional demeanour and attitude is maintained by all staff in your team
- Lead professional development of staff through example, creating strong team work
- Support the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise and educational research.
- Mentor trainee and newly qualified teachers and support the induction of any new staff in EYFS

### **Managing Resources**

- Manage, monitor and review the range, quality and quantity of all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money.

### **Managing Own Performance and Development**

- Participate in arrangements for Appraisal and take responsibility for own professional development.
- Prioritise and manage own time effectively.
- Work under pressure and to deadlines.
- Sustain their own motivation and that of other staff in their phase.

### **Other Duties and Responsibilities**

- To ensure the safeguarding of pupils
- Other duties that the Headteacher may from time to time ask the post holder to perform

### **Generic Responsibilities (Class Teacher)**

1. To teach a class at any level throughout EYFS
2. To be a committed and active member of the staff team and school community
3. To share the planning within a specific year group and to prepare and evaluate activities that lead to the effective education of the pupils in your charge, through half-termly, weekly and daily plans
4. To liaise effectively with appropriate teachers when providing cover for your class, including supply cover
5. To maintain effective records of pupil progress of the assigned class, including groups and individual pupils through teacher assessment and any other approved systems
6. To ensure the good behaviour of all pupils in the school, supporting the whole school procedures, especially those in your care
7. To be committed to the maintenance of high standards and equality of education throughout the school
8. To follow the agreed school procedure for the display and presentation of pupils' work, ensuring that appropriate support staff are briefed fully regarding the presentation of a display should you decide the need for one
9. To meet and inform parents of their children's progress, attitudes, attainment and targets through formal and informal meetings, both before, during and after school
10. To become a member of a curriculum development team as part of the planned programme of professional development meetings
11. To promote the vision, aims and values of the school and to contribute to their development
12. To pay a full part in the life of the school, including staff meetings and briefings, INSET, assemblies, liaising with key stakeholders and school policymaking.
13. To participate fully in the school self-evaluation process including lesson observations and other appropriate evaluative activities (such as work and planning samples, moderation, etc.)
14. To implement all school policies, promoting equal opportunities for all
15. To undertake any other particular duty reasonably assigned by the headteacher from time to time

### **Generic Responsibilities (Leadership Team)**

1. To lead by example and to express continually the school vision, values, aims and priorities of the school
2. To contribute to management decisions on all aspects of policy, strategy, development and

organisation

3. To evaluate the effectiveness of the school in terms of overall provision, including pupil achievement, attainment and teaching and learning
4. To maintain and develop effective relationships with all stakeholders, including parents, governors, local authority and other bodies outside the school
5. To share responsibility for the school in the absence of the head, deputy and assistant headteacher
6. To attend leadership team meetings as required and to report to staff and governor as necessary

This job description will be reviewed annually as part of the performance management review process, or more frequently if necessary. It may be amended at any time after consultation with the headteacher and post holder.

Signed:

Date:

Dated: May 2021