

CHANCERY EDUCATION TRUST

Job Description & Person Specification

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Title:	EYFS Leader/Teacher
Line Management:	Executive Headteacher/Headteacher/Head of School/Principal

Key Functional relationships
<ul style="list-style-type: none">• CEO• Executive Headteacher/Headteacher/Head of School/ Principal and Strategic Leadership and Management Team• All Teaching and Support Staff• Students and Parents• Local Governing Board• Consultants and Advisors• External Bodies

Generic Responsibilities
<ul style="list-style-type: none">• To commit to the Trust aims for safeguarding and promoting the welfare of children and young people• To work with the leadership team and all staff to establish a thriving, high achieving learning community• To work collaboratively in order to renew, develop and share the vision for the Academy/School and the Learning Community• To be committed to continuous professional development relevant to the post including national development, personal training needs and supporting future career development• To exhibit professional attitudes and encourage professional attitudes amongst all staff• To contribute, at the appropriate level, to the development, monitoring, evaluation and review of the Academy/School's work• To attend relevant meetings and to attend committees or working parties at whole Academy/School level, when required• To encourage and foster active and constructive links with parents and members of the wider community• To develop and maintain effective and positive working relationships with all partners and community organisations• To promote and support the extra-curricular provision• To commit to race and gender equality and opportunities for all• To be aware of, adhere to and promote policies, procedures and codes of conduct ensuring you adhere to updates and amendments• The willingness and ability to be deployed in any Academy/School within the Trust as the need arises• To undertake any other duties commensurate with the post, as directed• To uphold standards in public life

G.S.S. EYFS Lead Teacher JD&PS

Updated May 2024

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Shared Responsibilities

Class Teacher

- To teach a class at any level throughout the school
- To be a committed and active member of the staff team and school community
- To share the planning within a specified 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
- To liaise effectively with appropriate teachers when providing cover for your class, including supply cover for course attendance and PPA release
- To maintain effective records of pupil progress of the assigned class, including groups and individual pupils, using Target Tracker, teacher assessment and any other agreed system
- To ensure the good behaviour of all pupils in the school, supporting whole school procedures, especially those in your care
- To be committed to the maintenance of high standards and equality of education throughout the school
- 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
- 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
- To become a member of a curriculum development team as part of the planned programme of professional development meetings
- To play a full part in the life of the school, including staff meetings and briefings, Inset, assemblies, liaising with key stakeholders and school policymaking
- 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.)

Subject Lead

- To have responsibility, under direction of the Executive Headteacher/Headteacher/Head of School/Principal, for the strategic leadership and management of the subject
- To contribute to whole school aims, policies and practices, including those in relation to school self-evaluation, behaviour discipline, bullying and race equality
- To create a climate which enables all staff to develop and maintain positive attitude towards the subject and confidence in teaching it
- To ensure that the subject complies with all statutory requirements in terms of the curriculum, assessment and recording and reporting of pupils' attainment and progress
- To ensure the school complies with all relevant legislation, including health and safety, equal opportunities, Every Child Matters and the Code of Practice
- To implement appropriate strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils
- To ensure that teachers, through short, medium and long term plans, are clear about the teaching of lesson objectives and understand the sequence of teaching and learning

- To use data effectively to establish clear and challenging targets for pupil achievement and improvement, including SEN, gifted and talented and for pupils whose first language is not English
- To offer support and guidance to staff in the effective teaching of the subject, suggesting appropriate strategies and CPD opportunities to ensure high standards
- To ensure that all new staff, including NQT's are appropriately trained, supported and assessed, under the direction of the Assistant Head Teacher
- To liaise with relevant members of staff including the leadership team, school nurse, EP and EWO
- Lead CPD meetings and inset through the provision of high-quality professional development such as coaching or drawing on other expertise
- To analyse and interpret national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods
- To establish and implement clear policies and practices for assessing, recording and reporting pupils' attainment and progress
- To write and annual action plan and to monitor and evaluate it against the success criteria and to use this to identify future priorities for development as part of the school development plan
- To liaise with the leadership team to ensure that secure judgements are made about overall effectiveness for the subject, based on systematic self-evaluation
- To maintain an evidence file for inclusion in the SEF
- To establish staff and resource needs and advise the leadership team accordingly of likely priorities for expenditure
- To allocate, deploy and maintain resources with the maximum efficiency to meet the objectives of the school and to ensure value for money
- To maintain effective communication with governors, ensuring they are well informed about subject plans, policies and priorities
- To take responsibility for your own professional development and keep up to date with recent developments in the subject
- To appraise members of staff as per the Capability and Appraisal policy
- To develop appropriate networks with other outside agencies, including cluster groups, network learning communities, business, industry, community groups and ITT providers
- To develop partnerships with parents by involving them in their child's learning of the subject through effective means of communication both orally and in writing

Leadership Team

- To lead by example and to express continually the school vision, values, aims and priorities of the school
- To contribute to management decision on all aspects of policy, strategy, development and organisation
- To evaluate the effectiveness of the school in terms of overall provision, including pupil achievement, attainment and teaching and learning
- To maintain and develop effective relationships with all stakeholders, including parents, governors and other bodies outside the school

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- To share responsibility for the school in the absence of the Headteacher, Deputy Headteacher and Assistant Headteacher
- To attend leadership team meetings as required and to report to staff and governors as necessary

With other members of the Strategic Leadership Team:

- To act as an appraiser and mentor to staff
- To participate in and support staff on duty rotas
- To support staff regarding matters of students' behaviour and discipline
- To assist with the organisation of annual, termly and day to day routines and with arrangements for special occasions
- To support, promote and encourage Academy/School activities
- To teach an allocated number of lessons
- To maintain a continuing commitment to professional development by working towards NPQH or similar
- To ensure that IT is fully integrated into all aspects of the job description
- Contribute to the overall ethos/work/aims of the Academy/School and be aware of and support diversity and ensure equal opportunities for all

Specific Responsibilities

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified

- To carry out the duties of an EYFS Teacher
- Lead and 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 the Early years Foundation Stage
- 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 the Academy/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 consistently good or better teaching
- To lead and co-ordinate assessment across EYFS, maximising pupil and parental engagement
- To support day to day leadership in school

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The EYFS 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 and ethos and provide educational vision and direction which secures outstanding teaching and learning which lead 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 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

- Assist the Assistant Headteacher in leading and managing 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 effects of policies, priorities and targets of the school in practice and take action as necessary
- To contribute to the School Evaluation Form and write the EYFS SEF annually
- 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 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 and 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 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 teamwork
- Support the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate
- Mentor trainee and newly qualified teachers and support the induction of any new staff in the 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 undertake the duties of the Assistant Head Teacher in their absence
- To ensure the safeguarding of pupils

Notes

The above responsibilities are subject to:

- This Job description can be amended at any time after consultation between the post holder and the Executive Headteacher/Headteacher/Head of School/Principal
- It is likely that the responsibilities above could change as the strategic leadership and management team develops

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors, telephone callers and email communications.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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Qualification and Experience	Evidence
<ul style="list-style-type: none"> • QTS (Qualified Teacher Status) • Experienced EYFS Lead • A higher degree or further professional qualifications • Management/leadership qualification at whole Trust level, eg. middle leader development programme, NPQH etc. • Experience of leading CPD • Proven track record in raising standards • Strong evidence of continuous and ongoing professional development and recent relevant training 	
<p>EYFS Leader Teachers should be able to demonstrate their ability in:</p> <ul style="list-style-type: none"> • Proven experience of a variety of whole Trust challenges successfully met with an open-minded attitude, optimism and determination 	
<p>EYFS Leader Teachers should be able to demonstrate their ability in:</p>	
<p>Shaping the Future</p> <ul style="list-style-type: none"> • Confident in the use of IT based management information systems • The ability to show knowledge of child development theory and demonstrate its impact on curriculum development 	
<p>Leading, Teaching and Learning</p> <ul style="list-style-type: none"> • A talented, successful and outstanding early years classroom practitioner 	
<p>Developing Self and Others</p> <ul style="list-style-type: none"> • Strong evidence of continuous and ongoing professional development and recent and relevant training 	
<p>Managing the Organisation</p> <ul style="list-style-type: none"> • Experience of leading a curriculum change and be able to demonstrate its impact • The ability to both lead and be an integral part of teams of varying types within the Trust organisation 	

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<ul style="list-style-type: none"> • Knowledge of and adherence to legal issues relating to managing the Academy/School including the single equality statement • Maintain appropriate levels of confidentiality with regards to school business 	
<p>Securing Accountability</p> <ul style="list-style-type: none"> • Thorough understanding of and experience of pupil target tracker or similar 	
<p>Strengthening Community</p> <ul style="list-style-type: none"> • A commitment to be fully involved in the extra-curricular of life of the Trust • A subject specialism that can be offered to widen the opportunities for the children and the community of the Trust 	
<p>Safeguarding and Promoting the Welfare of Children</p> <ul style="list-style-type: none"> • Safeguarding issues and current legislation • Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment 	
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Flexibility and willingness to learn • Strong interpersonal skills • Effective communication and presentation skills • A sense of humour • The ability to work under pressure and meet deadlines • The ability and determination to make things happen 	