**Job Description**

**Post Title: EYFS Phase Achievement Leader**

**Location: Portland Spencer Academy**

**Salary/Pay Range: Main Pay Scale (MPS) + TLR2a**

**Hours of work: Full Time**

**Reporting to: Principal**

**Main Purpose of the Role**

The EYFS Phase Achievement Lead at Portland Spencer Academy will play a pivotal role in ensuring that the Early Years Foundation Stage (N1 to F2) provision remains highly effective, providing children with the best possible start to their education.

This leadership position is integral in shaping the educational experiences of our youngest children, particularly within a richly diverse and contextually challenging community, where more than half of the children are eligible for Pupil Premium and there is a significant proportion of SEND and EAL children from a variety of cultural backgrounds.

The EYFS Phase Achievement Lead is an excellent class teacher who will also embody the school’s commitment to inclusion, excellence and community engagement, ensuring that every child’s individual needs are met through high-quality teaching, effective team leadership and strong family partnerships. The role demands strategic leadership and operational oversight to maintain and build upon our school’s continuous improvement, supporting the school’s vision and values of nurturing potential, fostering resilience and celebrating diversity.

You are required to carry out your duties in line with the stated ethos and principles of the school and in line with your responsibility for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with.

Support and contribute to the school’s commitment to enhancing the learning provision, experience and outcomes, enabling all children to have the best possible start and life chances.

In addition to the above you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post.

**Key Responsibilities and Duties**

**Leadership of EYFS Provision**

* Lead, develop, and sustain a highly effective EYFS unit that ensures children make excellent progress and have a positive, enriching start to their education.
* Maintain high standards of pedagogy and curriculum delivery aligned with the EYFS framework and the school’s vision.
* Ensure the EYFS curriculum is inclusive, culturally responsive, and tailored to the needs of children with diverse backgrounds and additional needs.

**Team Leadership and Staff Development**

* Lead and line-manage the EYFS team, supporting professional growth through coaching, performance management and targeted CPD.
* Hold team members to account for their professional responsibilities and the progress of children in their care.
* Facilitate CPD opportunities for the EYFS team and wider school staff, promoting evidence-informed practice and continuous improvement.
* Collaborate with the Principal in deploying staff effectively within the EYFS unit to meet children’s learning and welfare needs.

**Data Accountability and Progress Monitoring**

* Be accountable for the assessment, tracking, and reporting of EYFS children’s progress from Nursery 1 (N1) through to Foundation 2 (F2).
* Use our data systems effectively to identify trends, gaps, and areas for intervention, ensuring all children, specifically vulnerable groups, achieve their full potential.

**Family and Community Engagement**

* Build strong relationships with families, particularly new and vulnerable families, through home visits and parent workshops that promote engagement and support for learning at home.
* Champion a welcoming and inclusive environment that values family involvement and community links in the EYFS phase.

**Strategic Leadership and Collaboration**

* Attend and contribute to weekly senior leadership team meetings, providing updates on the EYFS unit’s progress, challenges and development priorities.
* Work collaboratively with senior leaders and subject leads to ensure alignment of EYFS with whole-school strategies and improvement plans.
* Model exemplary leadership behaviours, promoting a culture of respect, high expectations, and shared responsibility.

**Skills and Competencies**

* **Strong Leadership and Management Skills**: Proven ability to lead a team, manage performance, and foster professional development within a Primary School setting.
* **Expertise in EYFS Pedagogy**: Deep understanding of the Early Years Foundation Stage curriculum, child development principles, and effective teaching strategies, especially for diverse and disadvantaged cohorts.
* **Data Literacy**: Skilled in analysing pupil progress data to inform teaching strategies and interventions, with a focus on closing attainment gaps.
* **Communication and Relationship Building**: Excellent interpersonal skills to build trust and rapport with children, families, staff, and external partners, including conducting home visits and parent workshops.
* **Strategic Thinking:** Ability to contribute to whole-school leadership, aligning EYFS priorities with broader school improvement goals**.**
* **Cultural Competency and Inclusion:** Sensitivity and responsiveness to the needs of children from varied cultural and linguistic backgrounds, ensuring equity and inclusion in all aspects of provision.
* **Resilience and Adaptability**: Capacity to work effectively in a complex, high-needs context, maintaining a positive and proactive approach to challenges.
* **Role Modelling:** Demonstrate consistently high standards of professional behaviour, embodying the school’s values and expectations.

**Professional Development**

* The EYFS Phase Achievement Lead will have access to ongoing professional development opportunities both within Portland Spencer Academy and through the Spencer Academies Trust network.
* Opportunities will include leadership training, EYFS-specific pedagogical development, and participation in our EYFS networks that connect EYFS practitioners from across the Trust.
* The role encourages continuous learning and reflective practice, supporting the leader to remain abreast of national developments in early years education and to drive innovation within the school’s EYFS provision.
* Professional growth will be supported through performance management processes aligned with the school’s vision and commitment to high standards.

**Safeguarding**

* The EYFS Phase Achievement Lead will uphold the highest standards of safeguarding and child protection, ensuring that all children in the EYFS phase are safe, nurtured, and protected.
* Responsibilities include promoting a culture of vigilance and responsiveness among the EYFS team, ensuring all staff understand and implement safeguarding policies and procedures in line with statutory guidance and school protocols.
* The role requires maintaining a safe physical and emotional environment for young children, including through risk assessments and safe staffing deployment.
* The EYFS Phase Achievement Lead will act as a safeguarding champion within the EYFS team, liaising with the school’s Designated Safeguarding Lead (DSL) and external agencies as necessary.
* Commitment to maintaining confidentiality, professional boundaries, and ensuring that safeguarding is integral to all aspects of the EYFS provision.

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| Name of Postholder: |
| Signature: |
| Date: |

**Person Specification**

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| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | |
| **Training and Qualifications** | | | |
| * Qualified Teacher status * Evidence of further professional development such as NPQEYL | ✓ | ✓ | |
| **Quality of Education** | | | |
| * Highly effective experience of teaching, including planning and assessment, working with additional adults and taking responsibility for their performance in the classroom. * Demonstrate deep subject and pedagogical knowledge and inderstanding of subjects taught. * Evidence of being a highly reflective practitioner who uses high quality professional development to reflect upon their teaching practice, making changes, taking risks and being innovative in the application. * Undertake your own personal research and high quality professional development to enable you to reflect and debate teaching methods and be deeply involved in your own professional development. * Proven experience of raising standards for all pupils, including disadvantaged pupils. * Experience of using inclusive strategies for managing and promoting positive behaviour which is conducive to learning. * Able to talk about characteristics of effective primary teaching, specifically EYFS teaching, and subject specific pedagogical approaches used to raise pupil attainment and achievement. * Experience of data analysis leading to measurable actions which impact upon achievement and attainment. * Evidence of applying current educational research to own teaching and decision making. | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ |  | |
| **Experience of Leadership and Management** | | | |
| * Experience of creating a culture of high expectations and aspirations that enables pupils and staff to excel * Experience of promoting highly effective communications within and between teams and other stakeholders in the school community. * Successful experience of aspects of leading a team in curriculum or other school initiatives. * Evidence of improving outcomes for all pupils, especially for disadvantaged pupils, through the use of focussed, timely actions to secure improvement. * Proven experience of maintaining high expectations for social behaviour among pupils and staff * Rigour and accuracy of self-evaluation which leads to effective planning and improvements in teaching, learning and assessment to secure continual improvement * Experience of using the knowledge and understanding of current theory and best practice in teaching and learning to encourage, challenge, motivate and support teachers to reflect upon and debate their teaching. This is done in a climate of trust with the pupils and school context at its heart. * Understanding the equality issues and how they can be effectively addressed in schools. * Good knowledge and understanding of effective team leadership and management and how this drives school improvement. * Develop staff’s common understanding of the intent of the curriculum and improve staff’s subject and pedagogical knowledge to enhance the teaching of the curriculum * Evidence of creating coherence and consistency across a team, promoting strong and shared values, clarity in policies and procedures. * Good understanding of the role of parents and the community in school improvement and how this can be practised and developed. | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ |  | |
| **Characteristics and Competencies** | | |
| * Leading by example by being an outstanding role model both as a Teacher and Phase Leader * Ability to implement, lead and manage change effectively. * Ability to effectively support colleagues in raising standards of teaching and learning. * Ability to create and maintain a positive team spirit delegating, negotiating and challenging where necessary. * Be realistic and constructive in managing staff, considering workload and well-being * Ability to develop the long term capabilities of others by collaborating and motivating. * Boundless enthusiasm, determination and drive to inspire others to achieve high standards. * Ability and keenness to promote consistency in the school’s positive culture, values and ethos. * Evidence of being a motivated, respected and effective member of the team | ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓  ✓ |  |