

Director of Early Years Wood End Park Academy

Job Description

Reporting to	Principal
Grade	L1 – L5

Job Purpose

In addition to classroom responsibilities, primary focus will be on raising the standards of learning and teaching in the Early Years Foundation Stage.

Key Accountabilities

The following list is not intended to be exhaustive but indicates the range of duties and the level of responsibility involved.

Main Duties and Responsibilities

Key objectives will be to exercise professional skills and judgment to:

- Lead, manage and develop the curriculum delivered to all pupils in the Early Years Foundation Stage;
- Lead, develop and enhance practice of all colleagues working with pupils in the Early Years Foundation Stage.

Achievement of these key objectives will involve professional responsibility for the work of all Foundation Stage staff as well as parents and others working in a voluntary capacity, undertaking the following responsibilities:

- Using data effectively to make informed choices about the Early Years Foundation Stage curriculum;
- Liaising with KS1 team to ensure curricular continuity and progression;
- Liaison with external agencies whose work relates to Early Years Foundation Stage;
- Monitoring the quality of teaching and learning, resourcing and administration;
- Developing Early Years curriculum and assessment resources to support effective teaching and learning;
- Building sustainable capacity of Early Years staff, including delivering CPD;
- Interacting on a professional level with colleagues, establishing and maintaining good working relationships to promote development and effective delivery of the Early Years Foundation Stage curriculum and maximise children's achievement;
- Working alongside the Assessment Leader to record and evaluate children's progress in the Early Years Foundation Stage as well as monitoring individual children's progress and planning for their future needs;
- Providing parents/carers with information about Early Years Foundation Stage in order to maximise involvement in the classroom and the learning process;
- Organising meetings and playing a key role in organising INSET for staff;
- Assisting in the development and implementation of school policies and management systems, including the Academy Development Plan;

- Maintaining, developing and monitoring the use of resources and advising the SLT and governing body on the resourcing needs for the Early Years Foundation Stage;
- Undertaking other duties which may be reasonably assigned by the Principal to ensure the smooth running of the school.

General

- Maintain confidentiality in and outside the workplace;
- Support the implementation of academy policies;
- Promote the inclusion and acceptance of all pupils;
- Be aware of and understand safeguarding protocol and procedures and the importance of taking appropriate action;
- Attend and participate in meetings and training opportunities;
- Carry out any other reasonable tasks/duties as required by The Trust in accordance with the needs of The Trust.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation.

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of The Park Federation Academy Trust or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 2018.

Safeguarding

In accordance with the commitment of The Park Federation Academy Trust to follow and adhere to the Department for Education guidance entitled "Keeping Children Safe in Education", it is the individual's responsibility to promote and safeguard the welfare of children and young people in the Academy. A satisfactory DBS check is required for this post.

Person Specification

Criteria	Essential	Desirable
Experience & Qualifications	<ul style="list-style-type: none"> ● Degree and qualified Teacher Status ● Specialism in EYFS or have recently worked in Early Years for over 3 years ● Evidence of continuous INSET and commitment to further professional development ● Experience of EYFS in a primary school ● Experience of successfully leading others, in however small a capacity 	<ul style="list-style-type: none"> ● Experience of working with speakers of English as an Additional Language ● Additional experience in Years 1 or 2 ● Additional experience of working with children under 3 ● Experience of working with a wide range of children's workforce professionals
Skills & Knowledge	<ul style="list-style-type: none"> ● Ability to interpret and analyse attainment data to identify learning needs and set targets ● Ability to recognise high quality EYFS practice and to model this for others ● Ability to keep pupils safe, including child protection and forming and maintaining appropriate relationships ● Ability to create and maintain a safe, happy, stimulating and well-organised classroom and phase ● Ability to undertake high quality observations of young children's learning and development ● Ability to plan and deliver lessons to meet the needs of all learners across all areas of their development ● Ability to maintain high standards of behaviour and excellent discipline using positive strategies ● Ability to lead other adults as well as work collaboratively as part of a team ● Ability to train, support and challenge others when necessary ● Ability to communicate effectively both orally and in writing ● Excellent ICT skills ● Knowledge of the Statutory Framework for the Early Years Foundation Stage ● Knowledge of Development Matters ● Knowledge and understanding of assessment for learning 	

	<ul style="list-style-type: none"> ● Knowledge and understanding of how young children learn best, including through play ● An understanding of the role of parents/carers in improving attainment and experience of working directly with parents/carers ● Knowledge of primary teaching and learning styles ● Understanding of how to differentiate teaching 	
Personal Qualities	<ul style="list-style-type: none"> ● Passionate about education and particularly determined to improve outcomes for all children ● Calm, friendly and approachable ● Hardworking, upbeat and energetic ● Flexible and responsive to change ● Self-motivated and able to work efficiently and effectively with minimum supervision ● Excellent organisational skills ● Willingness to give and receive positive criticism ● Commitment to equality of opportunity ● Confident ● Able to use initiative and find solutions ● Resilient and robust 	<ul style="list-style-type: none"> ●