**Early Years and Foundation Stage Leader**

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **Job title** | Early Years and Foundation Stage Leader |
| **Salary Scale** | Mainscale – UPS plus TLR2A |
| **Responsible to** | Executive Head Teacher and Deputy Head |
| **Responsible for** | Staff in the Foundation Stage |
| **Line Manager** | Executive Head Teacher and Deputy Head |

# Purpose of Job

1. To carry out the duties of a school teacher as set out in 2016 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.

The EYFS Leader will work in partnership with the Leadership Team to secure the 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, 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

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

# Knowledge and Understanding

* What constitutes high quality in EYFS educational 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 Local Authority, 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

* 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
* 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 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 where appropriate
* Support the induction of any new staff in EYFS
* Conduct supervision for staff in the Early Years Team

# 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 performance management and take responsibility for own professional development.
* Priorities 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 within EYFS.
2. To be a committed and active member of the staff team and school community.
3. 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.
4. To liaise effectively with appropriate teachers when providing cover for your class, including supply cover for course attendance and PPA release.
5. To maintain effective records of pupil progress of the assigned class, including groups and individual pupils, teacher assessment and any other agreed system.
6. To ensure the good behaviour of all pupils in the school, supporting 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 play 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.

**Person specification**

|  |  |
| --- | --- |
| **Criteria** | **Qualities** |
| **Qualifications  and training** | Degree  Qualified teacher status |
| **Experience** | Successful experience of EYFS leadership  Teaching experience  Add any further experience needed |
| **Skills and knowledge** | Expert knowledge of the EYFS statutory framework and handbook  Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve  Awareness of local and national organisations that can support delivering the EYFS  Ability to build effective working relationships with staff and other stakeholders  Ability to adapt teaching to meet pupils’ needs  Ability to build effective working relationships with pupils  Knowledge of guidance and requirements around safeguarding children  Good IT skills  Effective communication and interpersonal skills  Ability to communicate a vision and inspire others  Add any further skills and knowledge needed |
| **Personal qualities** | Commitment to getting the best outcomes for all pupils  Uphold and promote the ethos and values of the school  Ability to work under pressure and prioritise effectively  Maintain confidentiality at all times  Commitment to safeguarding, equality, diversity and inclusion  Add any further qualities needed |

**Notes:**

This job description may be amended at any time in consultation with the postholder.

If you don’t have all of the experience listed above but are interested in applying, contact [insert details].

Add any other notes of relevance to the role/this document.

**Last review date:** March 2025

**Next review date:** March 2026