



## Hall Orchard (Barrow) C E Primary School (Academy)

GRADE MPS/UPS plus TLR 2

### Job Description



Post Title:	Early Years Foundation Stage Team Leader
School:	Hall Orchard (Barrow) CE Primary School (Academy)
Salary Range:	GRADE MPS/UPS plus TLR 2
Responsible to:	The Headteacher of Hall Orchard CE Primary School.

### Purpose of the Role

In addition to the requirements of a class teacher, key accountabilities of the role of Early Years Foundation Stage Leader are:

- To lead the Early Years to achieve high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils through provision of a creative and rigorous curriculum
- To take specific responsibility and accountability for the day to day management and organisation of Early Years
- To promote the wellbeing of staff and pupils in the school with particular reference to Early Years
- To lead and co-ordinate the work of Early Years, ensuring all statutory and school assessments are undertaken and to be accountable for standards within the phase
- To ensure smooth transition into Pre-school, from Pre-school to Reception and from Reception into year 1.
- To provide a model of best practice on teaching, learning and assessment

### Strategic direction

- Create school action plans that contribute positively to the achievement of the school improvement plan and which actively involves all relevant staff in its design and execution
- Analyse and interpret national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- Assist the SLT in the annual review of standards of leadership, teaching and learning and conditions for learning, consistent with the procedures in the school monitoring and evaluation policy

### Teaching and Learning

- Ensure coverage, continuity and progression in learning for all pupils in the phase, including those of high ability and those with special educational or linguistic needs
- Promote excellent teaching in the phase by providing structured support, coaching and strategic direction to all teachers and support staff in the phase

- Promote excellent behaviour and attitudes to learning in Early Years by taking a lead on structured support and coaching for all staff
- Liaise with the SENDCo and other staff working with pupils having special and additional educational needs to ensure that individual learning plans are used to set curricular targets and match work well to pupils' needs
- Evaluate progress and achievement of all pupils in Early Years, including those with special educational and linguistic needs and use this information to recognise achievement and to assist staff and pupils in setting individual targets for further improvement
- Engage staff in the creation and consistent implementation of clear policies, work schemes and guidance which encapsulate key learning strategies to impact positively on teaching and learning practices
- Provide regular feedback to staff in a way that recognises good practice and supports their progress against performance management objectives, resulting in tangible impact on pupil learning
- Use external and internal research and development to innovate and improve teacher practice providing a research-led approach

#### **Leading and managing staff**

- Support the headteacher and the SLT in establishing and maintaining positive working relationships with and between all pupils, parents and staff
- Establish clear expectations and constructive working relationships with staff in the phase through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability by holding EYFS staff to account for their professional conduct and practice.
- Lead groups of staff in development activities, evaluate outcomes and audit training needs for the team
- Support the performance management process as required and use the process to develop personal and professional effectiveness
- Provide support to newly qualified teachers, supply teachers, teachers and teaching assistants who may be new to the school
- Ensure that the headteacher and governors are well informed about plans and priorities for Early Years, its success in meeting objectives and targets, and any future development needs
- Support transition arrangements from Preschool to Reception and Reception to Year 1

#### **Efficient and effective deployment of staff and resources**

- Establish staff and resource needs for Early Years and advise the headteacher and senior managers of likely priorities for expenditure, and allocate resources to support effective teaching and learning
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology

- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Ensure that there is an effective learning environment in the Early Years team
- Ensure that there is a safe working environment in which risks are properly assessed Relationships

**To undertake any other particular duties reasonably assigned by the Headteacher.**

The Job Description should be read alongside the range of professional duties of Teachers as set out in the School Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teaching Standards (2013) for qualified teachers and uphold these standards.

Responsibilities