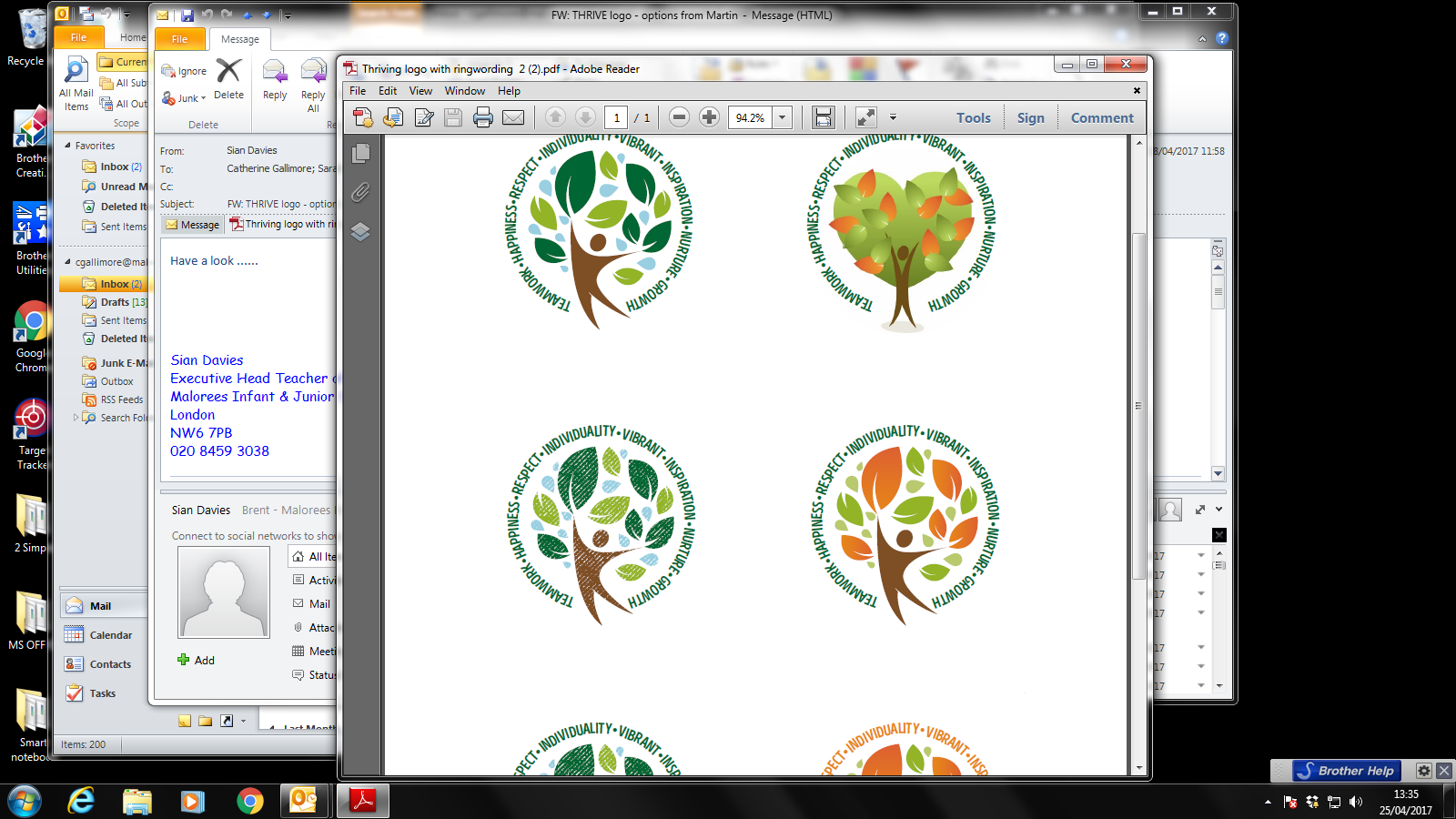
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**Malorees Infant & Junior School**

Early Years Foundation Stage Leader

Job Description: September 2021

# Job Purpose

* Carry out the roles and responsibilities of a Class Teacher.
* To support and lead the phase team to promote and lead teaching and learning of children in all areas of the curriculum and embed high quality provision.
* As a senior leader promote cross phase understanding and development.
* Support the Head Teacher in the effective and efficient running of the Early Years team, embracing the schools ethos, values and aims, being an exemplary role model.
* Contribute to the development of excellence through developing and creating of policies, supporting staff during their implementation, monitoring and evaluating their impact.
* Play a major role in monitoring and evaluating the provision and outcomes for pupils in the Early Years, using this information to work with the Head Teacher to create Early Years development and improvement plans.
* Be an outstanding teacher and lead teaching and learning within the Early Years Team, creating an engaging curriculum and actively engaging parents in the life of the school.
* Ensure that the Early Years team work together effectively and efficiently, by providing excellent organisational ability, leadership and management skills.
* Be responsible for implementing assessment procedures, to support and lead the phase team in the implementation of the school assessment policy. Track the progress and achievement across the phase of which you are accountable for and be accountable for the outcomes of pupils in the Early Years.

# Main Duties

* In collaboration with the leadership team, to formulate the aims and objectives of a the Early Years phase.
* To monitor assessment data to track progress of children within the two year groups, putting systems or interventions in place to enhance learning.
* To analyse and report on year group child/student assessment data.
* To have high expectations of children/students and set challenging individual child/student targets for all within the year group.
* To keep up to date with current policy and practice issues; share this with staff and take appropriate action to improve provision where appropriate.
* To work in partnership with the leadership team in the cycle of planning, implementation, review and evaluation of the school development plan.
* To monitor and evaluate the impact of the policies, practices, targets and priorities in each year group, identifying developments needed and working with the staff team to achieve them.
* As a classroom teacher be an excellent role model, being an exemplar of outstanding practice in terms of own classroom teaching and organisation, setting standards for others to emulate.
* To lead each year group team in the delivery of a creative and stimulating curriculum.
* To be instrumental in the development of high quality teaching and learning including the monitoring of curriculum planning, giving feedback and advice and assisting and supporting colleagues with the planning and delivery of a differentiated curriculum.
* To seek ways of sharing good practice and to ensure that there is ongoing professional dialogue about teaching and learning amongst school staff.
* To work in partnership and fully support the leadership and management team in efficient management of school resources.
* Working to support the vision and ethos of the school at all times.
* Taking such part as may be required in relation to the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
* Lead and direct year group teachers in activities to monitor and evaluate standards.
* Organise successful transition for new Nursery & Reception children and their families

## Teaching and Learning

Planning and preparing of outstanding lessons.

* Teaching outstanding lessons that meet the needs of all children within the class, and facilitate good learning and progress.
* Regularly provide feedback to children in accordance with the school policy.
* Have a regard to the curriculum for the school, with a view to promoting the development of the abilities and aptitudes of the children in any class or group assigned.
* Assessing, recording and reporting on the development, progress and attainment of children.
* Ensuring the effective/ efficient deployment of classroom support.
* Effectively using ICT to support the teaching and learning.
* Providing an inspirational example to colleagues in your team.
* To raise achievement and outcomes of pupils, with high levels of:
  + Classroom organisation, classroom displays
  + Promotion of independent learning.
  + Standards achieved by children.
  + Planning and teaching, using a wide range of appropriate teaching and learning styles, indoors and outdoors.
  + Differentiation of work to meet the needs of all pupils.
  + Assessment and recording of pupil progress.
  + Managing children’s behaviour.
  + Supporting and meeting the behavioural and emotional needs of SEND children.

## Curriculum Support:

* Have a detailed knowledge of the Early Years Curriculum (and a good knowledge of the KS1 Curriculum).
* Have a detailed knowledge of Early Years Assessment procedures and guidance (and a good knowledge of the KS1 Assessment procedures).
* Mentor NQTs and teachers who need support in developing aspects of their practice.
* Be a role model for Early Years teaching, supporting other staff in their role, sharing best practice:
  + Analyse school data and pupil outcomes.
  + Keep up to date with new Government and LA developments, sharing the information with staff.
  + Identify staff skills and areas of development.
  + Co‐ordinate and deliver staff training.
  + To create and implement a School improvement Plan for the Early Years provision.
  + Take a lead role in developing new initiatives.
  + Monitor and evaluate the effectiveness of initiatives and School Improvement Plans.

## Pastoral

* Promoting the general progress and well-being of the individual children in your phase.
* Making records of and reports on the personal and social needs of the children.
* Communicating and consulting with parents.
* Communicating and co-operating with persons or bodies outside the school.
* Participating in meetings arranged for any of the purposes described above.

## School Leadership:

* Motivate, inspire, challenge and support staff and pupils.
* Lead by example, having high expectations of yourself.
* Embrace and personally demonstrate the school’s ethos, vision and values, expecting the same of all staff and pupils.
* Having a commitment to team work demonstrating this positively through clear, professional communication, valuing every member of the school community and collaborative working.
* Show an enthusiastic and positive approach to putting into practice new initiatives, motivating and inspiring others, to ‘have a go’ and then be evaluative.
* Show resilience and supporting others during challenging and stressful situations.
* Assist the Head Teacher and be the lead practitioner in improving the provision and outcomes for pupils in the Early Years.

## Key Stage Leadership:

To raise achievement and outcomes of pupils by:

* Being responsible for the effective and efficient running of the Early Years team; curriculum planning, parent

consultations, information events, new parent meetings etc.

* Line managing the Early Years team with specific responsibility for Foundation Stage.
* Ensuring good communication and sharing of good practice through effective liaison with all classes.
* Working collaboratively with teachers to ensure consistency across the Early Years by:
  + Having a positive and effective working relationship.
  + Ensuring a complete and engaging EYFS curriculum is covered.
  + Jointly implementing and evaluating curriculum initiatives.
  + Liaising when organising events and activities.
  + Monitoring and evaluating curriculum planning and provision (long, medium and short term).
  + Leading moderation processes in school and with other schools.
  + Maintaining an overview of standards across the EYFS through data analysis, lesson observations, learning walks, work scrutiny, in line with school timetables.
  + Ensuring the learning environments (indoor and outdoor) and provision in EYFS are of the highest quality.
  + Ensuring all assessments (internal and external) are completed on time and are accurate.
  + Ensuring the feedback policy is correctly implemented and target setting is effective.
  + Providing curriculum reports, assessment reports and year group reviews to the Head Teacher and Governors as required

## School Improvement

To raise achievement and outcomes of pupils in the Early Years by:

* Taking a strategic role evaluating Early Years provision and outcomes.
* Analysing the Early Years data, identifying key areas of success and of areas for development.
* Taking an active role in the completion of the schools’ ‘School Self Evaluation’ – Early Years Section.
* Being actively involved in the monitoring and evaluation of Teaching and Learning, in the Early Years, through lesson observations, learning walks, book sampling and feedback.
* Taking a strategic role in the development and implementation of the School Improvement Plan, within the Early Years.
* Taking a strategic role in evaluating the effectiveness and impact of the School Improvement Plan, within the Early Years.
* Taking an active leadership and management role within the Senior Leadership Team.
* Forming links with other schools to lead and support aspects of school improvement.
* Being committed to your own professional development.

## Other duties

* Lead/attending staff meeting and assemblies.
* Develop and implement key initiatives across the school as required.
* Review the methods of teaching and programmes of work.
* Participating in arrangements for further training and professional development as a teacher including undertaking training and professional development which aim to meet the needs identified in performance management objectives or statements.
* Working as a member of a designated team and to contribute positively to effective working relations within the school.
* Contribute and lead on specific areas of the school improvement plan.
* To perform in accordance with any direction which may be given by the Headteacher, any duties that may reasonably be requested.

## Accountability

* Headteacher
* Work flexibly within the framework of the duties and responsibilities specified above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.

## Safeguarding

Malorees Infant & Junior School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.