



HCAT

EYFS Lead

EDUCATE. EMPOWER. INSPIRE.

Job Description – Teacher

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| Job Title: | EYFS Lead |
| Grade: | MPS & TLR2 |
| Responsible to: | Headteacher/Senior Leadership Team |
| Date Agreed: | September 2026 start |

Purpose of the Post:

- This job description outlines, within the terms of your conditions of employment, the range of professional duties that are attached to your post. It is not a comprehensive definition of these duties. These will be negotiated with the Headteacher on appointment.
- Your terms and conditions of employment are referred to in the statement of particulars provided to you at the time of your appointment.
- You will be required to perform duties described in the School Teacher’s Pay and Conditions Document.
- You will be available for work for the number of days and the hours of duty, which conform to the statutory requirements of current legislation.
- This job description may be reviewed annually, and it may be amended at any time during the year after consultation with you.

Duties and Responsibilities:

General Duties:

- To be part of the Wider Leadership Team, positively supporting the aims and ethos of the school.
- To take responsibility, with the support of the Senior Leadership Team, for the day-to-day operation of the provision made by the school for pupils within EYFS.
- To provide professional guidance to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all.
- To be a Team Leader/Line Manager for identified staff.
- As part of the Wider Leadership Team to develop, implement and review EYFS strategies and policies.
- To take an active role in whole school improvement developments in line with school self-review and evaluation.
- To monitor and evaluate teaching and learning provision and progress made in achieving targets of identified pupils within EYFS.
- To lead the development of colleagues through the provision of high-quality professional development.
- To work closely with colleagues to develop, implement and review policies, practices and action plans which reflect the school’s commitment to high achievement and improving pupil outcomes.

Shaping the Future

- Support the Headteacher and Senior Leadership Team in providing a clear vision and direction for the school which supports children's learning and development.
- Demonstrate the vision and values in everyday work and practice.
- Contribute information and data to assist in the planning of the School Development Plan which identifies appropriate priorities and targets for improvement.
- Be a strong advocate for change and champion school improvement.
- Be responsible for evaluating actions and strategies taken to raise standard.
- Lead by example, both within and beyond, the key stage.
- Lead on one or more areas of whole school initiative to address an aspect of school improvement.

Leading Learning and Teaching

- Demonstrate good classroom practice, modelling learning and teaching as an example for others.
- Create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers within the phase to meet the standards set out in the School Teachers' Pay and Conditions document.
- Monitor and evaluate the standards of achievement and behaviour both within and beyond the key stage to ensure continuity and progression.
- Input into the target setting process for raising achievement for pupils.
- Analyse data and benchmarks to monitor the progress in every child's learning, year on year.
- Ensure planning is effectively carried out and pupils' individual needs are being met.
- Assist in the development of the curriculum, balancing innovation with consolidation, and promoting a personalised learning culture.
- Review long term planning to ensure coverage, progression and a range of learning experiences across EYFS.
- Develop teaching and learning styles throughout the key stage, promoting consistency and high standards of attainment.
- Monitor, evaluate and review classroom practice and support colleagues to make improvements, in line with the school policy. This will include lesson observations, monitoring of short- and medium-term planning, pupil interviews and scrutiny of pupil's work.
- To liaise with the other leaders to monitor and promote effective transition arrangements to ensure continuity and progression for all pupils across the school.
- Collaborate with class teachers to effectively manage the Learning Assistants timetabled within EYFS.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement, behaviour and personal development.
- Support staff to meet appraisal targets, challenging underperformance and ensuring effective, corrective action and follow-up.

Developing Self and Working with Others

- Work with the Leadership Team, to lead all staff in the management of change.
Attend Wider Leadership Team meetings as required, and report back to staff when necessary.
- Maximise the contribution of staff to improving the quality of education provided and standards achieved, ensure that good working relationships are formed between staff and pupils and that the organisation is an enjoyable environment in which to work.
- Assist other members of the Leadership Team in leading the professional development of staff through example, support and co-ordinate the provision of high quality. Continuing Professional Development

by methods such as leading CPD meetings and INSET; coaching and mentoring others, drawing on other sources of expertise where appropriate, keeping abreast of current initiatives.

- Support the induction of staff;
Manage and develop relationships with Governors, attending relevant meetings, as directed by the Headteacher.
- Assist other members of the Leadership Team to implement and sustain effective systems for the management of staff performance, incorporating appraisal and objective setting for teachers and support staff, including objectives relating to pupils' achievement.
- Secure the commitment of parents and the wider community to the vision and direction of the school.

Managing the Organisation

- Work with the Leadership Team to deploy and develop staff effectively to improve the quality of education provided.
- Work collaboratively with subject leaders to manage resources for relevant areas to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.
- Ensure the implementation of whole school policies which support the school's values, aims and objectives; Work with other colleagues to construct processes to guide the work of others to support children's learning and development.
- Ensure the safety of pupils, staff, and others on the school site.
- Ensure communication with the Senior Leadership Team is regular, consultative and informative.
- Plan, organise and chair meetings as appropriate to ensure school policies and practices are being implemented.
- Take a lead role in the Nursery admissions process alongside the Admin Team.
- Lead EYFS induction events for prospective and new parents.
- Line-manage colleagues in the EYFS on a day-to-day basis.
- Work with the Leadership Team to share responsibility for the day-to-day management of the school.
- Work with colleagues to schedule duties and timetables as required.
- Develop and maintain links with parents/carers and the community.
- Contribute to an effective staffing structure, which is regularly reviewed.
- Maintain an overview of the logistics to ensure the smooth running of their phase.
- Assume responsibility for the management of the school in the absence of the Head Teacher and the Senior Leadership Team.

Strengthening Community

- Develop strong links with parents and carers within and beyond the key stage.
- Build on and support the development of relationships between the school and local community and promote the use of people's strengths and skills to enhance learning.
- Co-operate and work with relevant agencies and partners to ensure the wellbeing of children in the phase in all aspects of life.
- Strengthen home school links by actively engaging parents in their child's education.
- Ensure learning experiences for pupils are linked and integrated with the wider community - local, national and global.

General, Accountability and Performance

- Work with other members of the Leadership Team in providing information, objective advice and support to the governing board to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- Work with other members of the Leadership Team in creating and developing an organisation in which all staff recognise that they are accountable for the success of the school.

- Work with other members of the Leadership Team in presenting a coherent and accurate account of the school's performance in forms appropriate to a range of audiences, including governors, the LA, the local community, parents, Ofsted, and others, to enable them to play their part effectively.
- Work with other members of the Leadership Team in ensuring that parents and pupils are well-informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school's targets for improvement.
- Ensure all necessary administration is completed and deadlines are met.
- Lead meetings and INSET to disseminate information, solve problems and make decisions.
- Contribute to meetings in school and outside to ensure appropriate views are represented.
- Act as Head of Site in the absence of the Headteacher and the Senior Leadership Team.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, behaviour, health, safety and security (including fire drills), confidentiality and data protection, reporting all concerns to an appropriate person.
- Take responsibility for own professional development, actively participating in training, other learning activities and performance development as agreed within Performance Management schedule, job description and school need.
- Judge when to make decisions and when to consult with others including external agencies.
- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.
- Contribute to the overall ethos, work and aims of the school.
- Operate within agreed legal, ethical and professional boundaries when working with children and those involved with them.
- Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop.
- Have due regard for safeguarding and promoting the welfare of children and young people, following the child protection procedures adopted by Wandsworth and the school's safeguarding policy.
- Be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the role within the school.
- Ensure that the Designated Safeguarding Lead is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection.
- Keep the Headteacher informed over all issues.

Additional Duties

- Undertake any duties that the Headteacher may reasonably ask.

Employee Specification – EYFS Lead

| Criteria Number | Attributes | Criteria | How Identified | Rank |
|-----------------|--|---|------------------------------|-----------|
| 1 | Education and Training (Qualifications; Continuing Professional Development) | Degree and Qualified Teacher status | Application form/Interview | Essential |
| 2 | | Evidence of continued professional development | Application Form/Interview | Essential |
| 3 | Experience (Appropriate phase and management experience) | Successful experience of EYFS Leadership | Application Form/Interview | Essential |
| 4 | | Successful teaching experience of teaching in an EYFS provision | Application Form/Interview | Essential |
| 5 | | Demonstrable success in guiding children through assessment with excellent performance data | Application Form/Interview | Essential |
| 6 | | A good pedagogical understanding of learning behaviour | Application Form/Interview | Essential |
| 7 | | Highly competent in using technology | Application Form/Interview | Desirable |
| 8 | | Experience of working with a wide range of children's workforce professionals | Application Form/Interview | Desirable |
| 9 | | Experience of successfully leading others | Application Form/Interview | Essential |
| 10 | Professional Knowledge and Skills (What constitutes quality in educational provision, leadership; decision making; communication; self-management; personal and professional attributes) | Expert knowledge of the EYFS statutory framework and handbook | Application form / Interview | Essential |
| 11 | | Ability to recognise high quality EYFS practice and to model this for others | Application form/Interview | Essential |

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| 12 | | Awareness of local and national organisation that can support delivering the EYFS | Application form/Interview | Essential |
| 13 | | Ability to interpret and analyse attainment data to identify learning needs and set targets | Application form/Interview | Essential |
| 14 | | Ability to maintain high standards of behaviour and excellent discipline using positive strategies | Application form/Interview | Essential |
| 15 | | Understand the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN, EAL and Child Protection | Application form/Interview | Essential |
| 16 | | Ability to build effective working relationships with staff and other stakeholders | Application form/Interview | Essential |
| 17 | | An understanding of the role of parents/carers in improving attainment and experience of working directly with parents and carers | Application form/Interview | Essential |
| 18 | | Promoting innovative and creative teaching methodologies including technology | Application form / Interview | Essential |
| 19 | | Ability to undertake high quality observations of young children's learning and development | Application form / Interview | Essential |
| 20 | | Ability to plan and deliver lessons to meet the needs of all learners across all areas of their development | Application form / Interview | Essential |
| 21 | | Ability to train, support and challenge others when necessary | Application form / Interview | Essential |
| 22 | Factors relating to the status of the school. (Strategic direction and development of the school; Teaching and Learning; Leading and managing staff; Resources; Accountability) | Passionate about education and particularly determined to improve outcomes for all children | Application form / Interview | Essential |
| 23 | | Has a commitment to raising standards within our successful school. | Application form / Interview | Essential |
| 24 | | Commitment to work alongside all school staff | Application form / Interview | Essential |
| 25 | | Experience of making links across age phases | Application form / Interview | Essential |

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| 26 | | Communicate effectively (both orally and in writing) to a variety of audiences. | Application form/Interview | Essential |
| 27 | | Experience of building positive relationships with pupils, parents, staff governors and the community | Application form/Interview | Essential |
| 28 | | Proven commitment to extra curricula activities. | Application form/Interview | Essential |
| 29 | | Be flexible in response to the changing demands of a growing Trust | Application form/Interview | Essential |