Early Years Foundation Stage Phase Leader Job Description

**Job Description: Early Years Foundation Stage Phase Leader**

**Accountable to: Headteacher**

 **Salary range: Main Pay Scale/Upper Pay Scale + TLR**

This job description may be amended at any time following the discussion between the Headteacher /Team Leader and member of staff and will be reviewed annually in response to the changing needs of the school.

Main Purpose of the Role

* To be a leader of learning across the phase who has the highest expectations of every child, themselves and of all members of the school community
* To ensure high-quality teaching is consistently delivered across the EYFS Phase
* To be highly effective teaching of the pupils in your class and the associated pastoral and administrative duties in respect of those pupils as well as the general responsibilities in the school as agreed with the Headteacher.
* To provide a carefully structured and thorough education experience which enables pupils to achieve their academic and personal potential and to develop skills appropriate to the world of work and life in the twenty-first century.

Duties and responsibilities

Strategic direction

* To support the senior management of the school in realising the school vision and raising attainment.
* Provide support for the Senior Leadership team in the day to day running and strategic direction of the school.
* To play an active role in the professional development and performance management of staff acting as team leader for identified teachers and for support staff within EYFS
* To promote creative and innovative approaches to teaching and learning and develop resources to support this.
* To act as an expert in a subject area providing support and advice on new research and current practice to the Leadership Team, and other teaching staff.
* Develop and implement policies for the EYFS in line with our school’s commitment to high-quality teaching and learning.
* Have a good understanding of how well the EYFS is being delivered and the impact on pupil achievement.
* Use this understanding to feed into the school development plan and produce an action plan for the EYFS.
* Promote pupils’ spiritual, moral, social, cultural, physical and mental development alongside British values.
* Consult pupils, parents and staff about the EYFS and its effectiveness, and assess the feedback against the school’s vision, values and aims.
* Take a leading role in the marketing strategy of preschool.
* Work with the special educational needs coordinator (SENCO) to ensure the curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities.
* Work with subject leaders to understand how their subject is developed at the EYFS.
* Liaise with TLFLP and the local authority on EYFS-related projects and activities.
* Share outstanding EYFS practice, knowledge and expertise throughout the school as appropriate.
* To effectively and efficiently combine a teaching role with management responsibilities.

Leading Teaching & Learning

* Lead learning across EYFS taking responsibility for ensuring excellence in teaching and learning through high quality classroom practice and professional monitoring and support
* Monitor changes to EYFS teaching, learning and school improvement, and share with staff as appropriate
* Ensure consistency and quality of education throughout the EYFS
* Have an overview of the progress of all children across EYFS by ensuring rigorous tracking from children’s points of entry
* Oversee the planning of a curriculum that:
	+ Is diverse and inclusive
	+ Meets the needs of all pupils and the requirements of the EYFS framework
	+ Is well sequenced to promote pupil progress towards the early learning goals (ELGs)
	+ Is effectively and consistently implemented across the EYFS
* Ensure an effective system of assessment that meets the requirements of the EYFS framework and tracks the progress of pupils to check the curriculum has a positive impact on learning
* Have an overarching responsibility for pupils’ achievement and standards in the EYFS
* Oversee aspects of the phased organisation and management in order to ensure school policies and practices are being delivered consistently across EYFS.
* Manage a teaching commitment as required by the school, as well as leading learning across the designated phase
* Provide an outstanding model of inclusive, high-quality learning and teaching
* Keep abreast of educational policies, initiatives and research

Leading and Managing Staff

* Hold regular team meetings on the EYFS to keep staff informed of developments or changes
* Provide support to staff regarding teaching and learning, resources, and planning in the EYFS
* Monitor teaching and learning by visiting lessons, scrutinising evidence, and talking with pupils to assess how well the EYFS is being implemented and how well it is delivered across the phase
* Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the EYFS
* Coach and model team teaching
* Support EYFS staff to make accurate assessments, manage internal and external moderation, and complete external moderation exercises.
* Monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate.
* Be a role model for all staff and pupils on a daily basis.
* Support all staff in EYFS towards meeting their appraisal targets.
* Take responsibility for the day to day logistics of the EYFS including:
	+ Answering daily logistical queries.
	+ Being responsible for highlighting need for cover in the phase for absence and providing solutions.
	+ Oversee any mentors working with staff in your key stage.
	+ Give informal feedback of general performance and specific on lessons.
* Consistently demonstrate key leadership behaviours:
* Self awareness
* Integrity
* Resilience
* Impact and influence
* Developing continuous improvement
* Learning Focus
* Developing others
* Respect
* Commitment

Deployment of Resources

* Create a safe, welcoming environment and take care of the classroom accommodation.
* Audit the indoor and outdoor learning spaces in the EYFS to evaluate the quality of the overall learning environment.
* Ensure resources used are diverse, inclusive and accessible.
* Provide support with classroom displays for the EYFS to ensure they are stimulating, of high quality, and inspire curiosity in pupils.
* Support continuous provision in the EYFS, which allows pupils to play independently and gives them a sense of ownership over their environment.
* Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs.
* Manage the EYFS budget effectively to ensure it is spent on resources that add value and enhance the learning experience.

Other areas of responsibility

* Carry out any other duties and responsibilities as directed by the Principal.

Personal Specification

|  |  |  |  |
| --- | --- | --- | --- |
| **criteria** | **qualities** | **Essential** | **Desirable** |
| **Qualifications and training** | A Level passes in two subjects | ✓ |  |
| Degree  | ✓ |  |
| Qualified teacher status  | ✓ |  |
| Other Professional Qualification (eg NPQ) |  | ✓ |
| Training in teaching phonics | ✓ |  |
| **Experience** | Excellent teaching in EYFS | ✓ |  |
| Successful experience of EYFS leadership  |  | ✓ |
| Contribution to the School Development Plan and/or SEF |  | ✓ |
| Line management and performance management of staff |  | ✓ |
| **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  | ✓ |  |
| Ability to communicate a vision and inspire others | ✓ |  |
| **Personal qualities** | Commitment to getting the best outcomes for all pupils | ✓ |  |
|  | Promote the school’s aims positively | ✓ |  |
| Be patient when working with young children and their parents/carers | ✓ |  |
| Develop good personal relationships within a school team | ✓ |  |
| Establish and develop positive working relationships with parents, governors and community groups | ✓ |  |
| Work collaboratively as a team member | ✓ |  |
| Ability to work under pressure and prioritise effectively | ✓ |  |
| Commitment to safeguarding, equality, diversity and inclusion | ✓ |  |

This role falls within the category of regulated activity; therefore you will be required to have an enhanced DBS check and a barred list check. Should you receive any cautions or convictions whilst in our employment these must be reported immediately to your line manager.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and work in accordance with our child protection policies and procedures.

The post holder’s responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school’s policies at all times. If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the school’s Designated Safeguarding Lead or Deputy Safeguarding Lead.