

**TEACHING STAFF  
JOB DESCRIPTION**

<b>ROLE TITLE</b>	Early Years Leader
<b>CONTRACTED HOURS</b>	Full Time
<b>LOCATION</b>	Colman Infant School
<b>GRADE / SCALE POINT – SALARY</b>	MPR + TLR
<b>REPORTING TO</b>	Headteacher

**INTRODUCTION**

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

**JOB PURPOSE**

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

**KEY TASKS & RESPONSIBILITIES**

**As Class Teacher (EYFS)**

- Model continuously good or outstanding teaching to support the development of others
- Teach at the direction of the Headteacher, implementing agreed planning, assessment and target setting; teach the Early Years Foundation Stage/ National Curriculum subjects and RE as well as working with others to provide Curriculum Enrichment for pupils;
- Demonstrate confidence in both the prime and specific areas of the EYFS Curriculum to ensure that transition from EYFS to Key Stage one is effective, maintaining high expectations.
- Pupil's work should be planned to provide an inclusive and personalised curriculum which meets the needs of the children, including those with Special Needs and those who are Highly Able;
- Carry out assessment, recording, monitoring and record keeping according to school policies, maintaining appropriate records which monitor the progress of the pupils; pupil's work will be regularly marked in accordance with the marking policy;

- Complete any relevant class termly and half termly assessment records, using school systems;
- Complete information to support class teachers in the writing of pupil reports, for presentation to parents;
- Manage and monitor the work of other adults in the classroom;
- Liaise closely with the SENCO regarding the learning needs of pupils.
- Liaise closely with the Designated Safeguarding Lead for Child Protection regarding pupils' welfare needs.

As a leader at Colman Infant you will need to show a commitment to;

- Developing the school's vision and values that lead priorities, targets and action plans within EYFS
- any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress;
- the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils;
- the implications of the SEN Code of Practice on teaching and learning;
- how to devise, implement and evaluate systems for identifying, assessing and reviewing pupils' needs;
- the purpose of EHCs, Statements and pupil passports and how they are formulated, implemented and reviewed;
- the needs of EAL learners and how they can be met;
- the needs of pupils who have high ability or who are able, gifted or talented and how these might be met;
- the principles of nurture, counselling and positive behaviour management;
- the main strategies for monitoring, improving and sustaining high standards;
- how to use comparative data together with pupils' prior attainment to set targets for improvement as part of Key Stage pupil progress meetings
- the needs of a growing school, with a commitment to maintaining high expectations alongside refining procedures and systems.

EYFS Leader duties will include;

- To implement and drive ethos and vision through leading an outstanding Curriculum for all;
- To be aware of the importance of the holistic needs of our youngest pupils and parents
- To support children and their families as they join the school in facilitating a clear transition process
- To regularly meet with staff within the EYFS, ensuring that they are aware of expectations or changes in school policy and practice, as well as supporting and monitor any new staff within EYFS.
- To ensure that routine matters within the phase are carried out appropriately, e.g. that out of school visits meet school policy; that communication home to parents is appropriate etc.
- To ensure the successful development and implementation of high quality, developmentally appropriate, inclusive learning environments in Reception which promote a balance between learning through play providing learning activities which will challenge and ensure school.
- Monitor EYFS assessment methods to ensure it remains an effective tool that allows for precise tracking of children's progress from two years and upwards
- To work alongside SLT so that subject leaders are able to articulate the intent, implementation and impact of the EYFS Curriculum
- To monitor the whole school foundation curriculum ensuring that all subjects are being taught to a high standard;
- To support curriculum leaders and teachers to ensure that oracy is used to develop Early Literacy skills
- To lead, monitor and evaluate a highly systematic, synthetic approach to teaching throughout the school, including the interventions and staff training
- To present and work alongside governors to demonstrate the impact of the EYFS Curriculum from Nursery through to Year 1
- To work with English and Maths leaders to promote the importance of the EYFS curriculum, particularly reading, to scaffold essential skills and confidence in all areas of learning;
- To manage routine staffing within EYFS, ensuring that the phase is fully staffed and running within ratio and school expectations
- To ensure transition into KS1 is smooth, liaising with Y1 teachers and ensuring that the children are prepared for KS1 expectations

- Carry out the performance management & probationary induction of staff.
- Build a collaborative learning culture within the school and actively engage with other schools and agencies to build effective learning communities.
- Help to maintain outstanding behaviour around the school at all times, including the execution of lunchtime and other duties.

### **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

### **GENERAL**

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

**PERSON SPECIFICATION**

CRITERIA	ESSENTIAL	DESIRABLE
<b>KNOWLEDGE</b>		
<b>Technical or Specialist</b>	<ul style="list-style-type: none"> <li>• NVQ or equivalent in a relevant subject</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of School / Trust Computer systems</li> </ul>
<b>Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>• Secondary education up to GCSE level or equivalent</li> <li>• Ability to set out letters / documents and to use grammar correctly</li> <li>• Able to carry out basic calculations accurately</li> <li>• Computer literate</li> <li>• Able to main routine records e.g. school meals, sale of tickets, supplies.</li> </ul>	<ul style="list-style-type: none"> <li>• Competent and confident in use and interpretation of databases and spreadsheets.</li> </ul>
<b>Organisational</b>		<ul style="list-style-type: none"> <li>• Knowledge of Trust's administrative procedures e.g. ordering / incoming and outgoing post</li> </ul>
<b>Equipment / Materials</b>	<ul style="list-style-type: none"> <li>• High level, accurate keyboard skills.</li> <li>• Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers</li> </ul>	
<b>Research</b>	<ul style="list-style-type: none"> <li>• Able to use the internet effectively for routine research</li> </ul>	
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>• Ability to check stock deliveries accurately</li> <li>• Ability to resolve a range of day-to-day problems, using own initiative.</li> <li>• Know when it is appropriate to refer upwards</li> </ul>	
<b>Creative Thinking</b>	<ul style="list-style-type: none"> <li>• Design and produce documents / advertisements etc</li> </ul>	
<b>Planning</b>	<ul style="list-style-type: none"> <li>• Organised and methodical approach to admin tasks</li> <li>• Ability to manage and coordinate projects and in-house events</li> </ul>	
<b>Interpersonal and Communication</b>	<ul style="list-style-type: none"> <li>• Tact and diplomacy second nature</li> <li>• Articulate with a good grasp of the English language</li> <li>• Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable</li> </ul>	

	<ul style="list-style-type: none"> <li>• Understanding of the necessity and ability to maintain absolutely confidentiality</li> <li>• Pleasant and helpful telephone and face-to-face manner</li> <li>• Ability to function effectively as part of a team</li> </ul>	
<b>Keyboard</b>	<ul style="list-style-type: none"> <li>• High level keyboard skills</li> </ul>	
<b>Manual Skills</b>	<ul style="list-style-type: none"> <li>• Routine manual handling skills</li> </ul>	
<b>Level of Autonomy</b>	<ul style="list-style-type: none"> <li>• Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time.</li> </ul>	