

EARLY YEARS LEAD PRACTITIONER

Job Title	Early Years Lead Practitioner
Location	Clapham Manor Primary School
Core purpose	
<ul style="list-style-type: none"> The post holder will be responsible for the development of early years teaching and learning as linked to the wider school's curriculum and ensuring that all pupils make outstanding progress in their learning The post holder will be responsible for the development and CPD of all early years staff to improve teaching and learning To lead the induction of all new early years staff, including NQT's and NQT +1 To achieve success for all members of the school community within a culture of continuous innovation and rigorous review Continuously explore modern technologies and education initiatives to create a safe, enabling learning environment that is engaging and fulfilling for all early years children and staff. 	
Key Accountabilities	
<i>Developing teaching as part of the wider curriculum</i>	
<ul style="list-style-type: none"> To carry out the professional duties of a teacher through being an outstanding role model in all aspects of teaching and learning. To develop early years learning and teaching across the full ability range and ensure pupils are praised and rewarded for their achievements, whilst making sure all pupils are able to make progress in line with their ability. To work with Senior Leaders to continually review and revise policies to maximise effectiveness on early years learning and teaching. To work collaboratively with staff across the schools to drive early years learning and teaching. To develop early years teaching and learning and support with raising its profile as part of the wider curriculum in light of the significant changes taking place within the school curriculum at all key stages. To strengthen and develop the school's current early years curriculum offer, implementing new schemes of work to provide pupils with a positive and stimulating learning experience. To work collaboratively with colleagues across all key stages. To play a key role in the implementation of effective and motivating schemes of work in preparation for the curriculum changes that lay ahead. To lead staff training on early years curriculum development within the school. To support class teachers with the planning and coordination of trips and visits. To support the leadership and management by contributing to the self-evaluation process by evaluating early years learning and teaching and its impact on pupil progress. To form part of the TLT (Teaching and Learning Team) and have a whole school strategic vision and overview of Teaching and Learning from EYFS to Year 6 and work in conjunction with all TLT colleagues in this regard. To be an expert in your field and commit to your own professional CPD to keep abreast with current policies and practice. To have a thorough working knowledge of the school's policies and guidance (as described in the school handbook) and make explicit the aims, values and vision of the school, ensuring that they are reflected in all areas of school life. To make a positive contribution towards raising academic standards for all pupils. To lead curriculum initiatives that support the development of enriched and innovative experiences To lead and facilitate a programme of CPD for all groups of staff using a range of innovative 	



approaches based on current academic research i.e. lesson study, video monitoring, team teaching opportunities, modelling best practice, coaching etc

- In conjunction with SLT, devise and facilitate all INSET and CPD events ensuring thorough and timely communication to all staff
- To implement a process to evaluate the effectiveness and impact of all CPD opportunities
- To track and monitor the provision for CPD ensuring opportunity for all
- To undertake any additional duties and tasks under the reasonable direction of the Head teacher.

Intervention and Support

- To regularly review and analyse teacher Early Years Foundation Stage Profile (EYFSP) assessment data, working closely with the class teachers and SLT to identify pupils who require additional support.
- To analyse (EYFSP) assessment results and work to devise effective ways of supporting all pupils, especially pupil premium pupils, to achieve the early learning goals
- To ensure all EYFS teaching and support staff effectively observe children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations
- To engage with parents/carers to help them support the successful learning and development of their child.

Working with colleagues on early years practice

- Consistently model excellent, teaching (including planning and learning environment) in accordance with the school's relevant policies.
- To model outstanding practice and to be observed as necessary, so that staff can develop their own understanding of what good or better learning looks like.
- To develop an early years session study schedule so teachers and external practitioners have the opportunity to observe outstanding practice.
- To contribute towards the personalised professional development plans for early years teachers.
- To contribute towards the early years and whole school staff training schedule and monitor the successful implementation.
- To identify continuing professional development needs for individual early years staff and support colleagues through a coaching and mentoring programme.
- To observe and analyse early years practice and give supportive and informative feedback.
- To carry out learning walks and undertake other Quality Assurance activities as directed by the Headteacher with the aim of monitoring standards and improving learning and teaching within the early years, identifying further training needs where necessary.
- To plan and deliver high quality training and INSET sessions to early years staff and evaluate and measure the impact.
- To develop family learning across the early years.
To develop a parent workshops schedule so parents feel they can effectively support their child's learning and development at home.
- To co - plan lessons within early years colleagues during PPA.
- To maintain the Early Years and Nursery section of the school website.
- To run termly 'Personalised Professional Development' meetings with another member of the TLT or SLT to keep staff informed of their strengths and areas for development.
- To lead Teaching and Learning meetings and maintain weekly minutes of meetings.
- To maintain accurate and robust records of the early years teaching and provision.

Best practice

- To develop new and effective approaches to learning and teaching across the early years.
- To seek out exceptional early years practice that exists within the school and from other institutions so that we continually improve our practice.
- To sustain outstanding practice in your own classroom by constantly reflecting and refining.
- To lead the use of technologies in the development of early years practice and pedagogy, for example videoing lessons and using white board technologies.
- To identify educational research to enhance existing early years practices.
- To conduct relevant research related to new practice.
- To develop and share exciting and innovative early years learning and teaching strategies.
- To create new and high quality early years teaching materials and resources.
- Support early years teachers in creating positive behaviour management through outstanding teaching.

Outreach work

- To be an outward looking practitioner that seeks to build and maintain links with a cluster of schools
- The commitment to in-reach and outreach is the distinctive feature of the role and gives Lead Practitioners the opportunity to gain wider experience and have a greater impact through their work.

Appraisal

- To set targets, monitoring performance and reviewing the progress of early years staff according to the appraisal/performance management cycle of the school

Additional Duties

- Lead/attend weekly staff meetings and, school assemblies as required.
- Attend and participate in TLT and SLT meetings on a regular basis.
- Develop and implement key initiatives across the early years and school as required.
- 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

- Accountable to Deputy Headteacher and Headteacher.
- Clapham Manor Primary School expects its employees to 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

To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.

To remain vigilant and do everything possible to protect children, families and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to follow all associated child protection and safeguarding policies and procedures adopted by the School.

Note

The duties of the job description may be reviewed and subject to amendment annually in consultation with the jobholder. This is to ensure that the role continues to change in line with the needs of the School. The job description is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post-holder's responsibilities and duties.'

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school and nursery organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of post holder _____ **Date** __/__/__

Signature of Line Manager _____ **Date** __/__/__

Person Specification for Lead Practitioner

This person specification relates to the requirements of the post as determined by the job description. Please write a personal statement detailing how you meet the criteria below.

EDUCATION – TRAINING/QUALIFICATIONS	CRITERIA
Qualified Teacher status	E
Lead Practitioner accreditation or willingness to work towards accreditation	E
Evidence of other educational/professional post graduate qualifications	D

EXPERIENCE	CRITERIA
Experience of initial leadership development programmes (e.g. Leading from the Middle, NPQML)	D
An excellent early years practitioner with at least 5 years' experience	E
Evidence through a range of sources that would suggest that teaching is of a consistently excellent standard	E
Experience of leading a curriculum area across the whole school	E
Experience of early years leadership	D
Experience of supporting colleagues (e.g. mentor to NQT's etc)	E

KNOWLEDGE	CRITERIA
A thorough knowledge and understanding of the early years and foundation stage	E
Evidence of successfully using a range of effective learning and teaching styles	E
Evidence of using assessment effectively to recognise children's progress, understand their needs and plan activities and support	E
Knowledge of appropriate interventions to support pupils at risk of not achieving the early learning goals or reaching their potential	E
Evidence of how undertaking research has improved early years teaching and learning	D

EXPERIENCE, SKILLS AND ABILITIES	CRITERIA
Experience of involvement in developing and supporting colleagues through coaching, mentoring, etc	D
Ability to work as a leader and member of a team and in different partnerships	E
Excellent people skills: Motivating, nurturing and challenging children & adults to achieve	E
Excellent communication and presenting skills	E
Experience of holding others to account to improve practice	E
Experience of leading and influencing others within the school	E
Experience of leading training and INSET with examples of impact on learning	E
Ability to be a role model for best practice in all areas with examples of impact	E
Active involvement in early years development initiatives	D
Ability to devise strategies to assess the development levels of all children against the early learning goals and report outcomes to support effective transition to year 1	E
Commitment to increase the learning and development achievement of all pupils of all ages and abilities	E
Evidence of consistent and effective pupil observation strategies	E
Ability to plan, monitor, evaluate and review	E
Experience of reporting to the Governing Body/LA/ or similar	D
Experience in managing non-teaching staff	E

High expectations for self and others and a strong commitment to raising achievement	E
Evidence of successful involvement in behaviour improvement initiatives	D
Excellent classroom management skills and high expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of every child	E
Experience of innovation and creativity in the EYFS	E
Evidence of active involvement in school-wide provision or initiatives	D
Ability to promote, develop and sustain positive relationships within and beyond the school	E
Evidence of having a commitment to your own CPD and how this impacts on practice	E
Excellent organisational skills, ability to work under pressure and meet deadlines	E
Commitment to safeguarding and promoting the welfare and rights of young people. Committed to equality and diversity	E