

Early Years Foundation Stage Lead

**Job description**

# Job details

**Salary:** MPS/UPS +TLR 2

**Hours:** 27.5

**Contract type:** Full time and Permanent

**Reporting to:** Headteacher

**Responsible for**: Early Years Team

# Main purpose

In addition to:

* Fulfilling the professional responsibilities of a teacher, as set out in the [School Teachers’ Pay and Conditions document](https://www.gov.uk/government/publications/school-teachers-pay-and-conditions)
* Meeting the expectations set out in the [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards)

The EYFS leader, under the direction of the headteacher, will take lead responsibility of the EYFS to secure:

* High-quality teaching
* Effective use of resources
* Improved standards of learning and achievement for all

# Duties and responsibilities

Strategic direction

* 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
* 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 the Local Authority (LA) on EYFS-related projects and activities
* Share outstanding EYFS practice, knowledge and expertise throughout the school as appropriate

Leading the curriculum

* Develop and review regularly the vision, aims and purpose for EYFS
* Monitor changes to EYFS teaching, learning and school improvement, and share with staff as appropriate
* 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
* Make sure there is 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

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 to assess how well the EYFS is being implemented and how well it is delivered across the school
* Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the EYFS
* Take a leading role in inducting new EYFS staff and making sure they uphold expected values and teaching standards
* Coach and model team teaching
* Support teachers 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

Efficient and effective 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 across the school 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 duties**

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the EYFS leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.

We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.

# Person specification

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| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications and training** | | |
| Degree | ✓ |  |
| Qualified teacher status | ✓ |  |
| Evidence of continuing professional development | ✓ |  |
| **Experience** | | |
| Successful and substantial teaching experience in Early Years | ✓ |  |
| Successful experience of EYFS leadership | ✓ |  |
| Experience of working with a senior leadership team |  | ✓ |
| Experience of curriculum design and innovation |  | ✓ |
| Experience of successfully leading, developing and raising standards, preferably in early years |  | ✓ |
| Experience of working co-operatively with other agencies/the local community |  | ✓ |
| **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 | ✓ |  |
| Ability to promote good standards of behaviour | ✓ |  |
| Knowledge of guidance and requirements around safeguarding children | ✓ |  |
| Good IT skills | ✓ |  |
| Effective communication and interpersonal skills | ✓ |  |
| Ability to communicate a vision and inspire others | ✓ |  |
| Ability to manage financial and budgetary aspects of a school | ✓ |  |
| Ability to deal with, and relate sympathetically, to adults and children from a diverse range of backgrounds | ✓ |  |
| **Personal qualities** | | |
| Commitment to getting the best outcomes for all pupils | ✓ |  |
| Uphold and promote the ethos and values of the school | ✓ |  |
| Ability to work under pressure and prioritise effectively | ✓ |  |
| Maintain confidentiality at all times | ✓ |  |
| Commitment to safeguarding, equality, diversity and inclusion | ✓ |  |
| Commitment to partnership with governors, parents and the wider community | ✓ |  |
| **Competencies** | | |
| Please note the school’s competencies, which are considered to be essential for all roles, are in the attached Core Competencies document. | ✓ |  |

# Notes:

This job description may be amended at any time in consultation with the postholder.

**Core Competencies**

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

**Developing Self and Others**

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality and Diversity**

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

**Health and Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This 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. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.