



## EYFS LEADER JOB DESCRIPTION

**Reports to:** Deputy Head teacher – Direct Line Manager

### Introduction

In order to meet the high standards expected of a leading professional in our school, the governing body is seeking to employ a person with the following qualities, experience, skills and abilities. The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

### Qualifications

- Qualified Teacher status.

(Evidence of further qualifications would be welcomed e.g. degree level qualification or other professional studies)

### Job Purpose

- To be a member of the School's **Senior Management Team** for raising attainment in the Early Year Foundation Stage and to be accountable for this to the Leadership Team. The overall strategic leadership and accountability of standards, lie directly with the Leadership Team.
- Undertake the duties of a **class teacher in Early Years and ensure high standards**
- To take **responsibility for individual, team and whole school accountability** for pupil learning outcomes.
- To take responsibility for and engage the school in the **systematic and rigorous self-evaluation** of the work of the school in driving school improvement in Early Years
- To **collect and use data** to understand the strengths and weaknesses of the school including: supporting colleagues, monitoring effectively, evaluating and improving standards in Early Years, including swift action to eradicate poor teaching;
- To work with the school Business Manager in **strategic financial planning**, budgetary management and principles for best value and impact including deployment of support staff.
- To ensure **individual staff accountabilities** are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- To seek opportunities to promote the profile of Early Years including **promoting innovative initiatives**.
- To create and facilitate an appropriately designed **support plan for parents/carers** of Foundation Stage Pupils, to enable them to engage in the education of all pupils.
- To **work with the governing body** [providing information, objective advice and support] to enable it to meet its responsibilities.



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### **Knowledge / Experience**

- Recent relevant experience of Early Years
- Experience of Teaching & Learning through-out the Foundation Stage meeting the needs of young learners.
- Experience of recently supporting a range of professionals within a Primary School which has directly impacted on raising school standards.
- Evidence of leadership and management in a specific phase, subject area or whole school aspect.
- Knowledge of how to support colleagues in extending subject experience by in/outdoor learning provision to maximize opportunities for young learners using the school site and beyond.
- Knowledge of safety procedures including 'risk assessments' to safeguard pupils and staff; [experience of working in a multicultural setting would be welcomed]

### **Professional Development**

- A record of continuous professional development that includes relevant standards in the teaching and learning including training in leadership and management;
- Recent and relevant experience of delivering and supporting the training of a range of colleagues;
- Knowledge and understanding of the SEND code of practice.
- Willingness to take up relevant training appropriate to this post and next steps in professional development

### **Leading and Managing staff**

To work in partnership with the headteacher and governors in leading, motivating, supporting, challenging and developing staff to secure improvement through:

- Leading professional development by example, support, mentoring, leading training and encouraging colleagues;
- To work alongside members of the Leadership Team and other Senior Managers and teachers to ensure the effective deployment of resources;
- Providing guidance and strategic direction to a team of staff as well as take professional direction from line managers;
- To support teachers and support staff with their skills in monitoring standards, compiling EYFS managers' files which demonstrates a clear direction, accountability of standards and reflects concise and accurate on going self evaluation to a range of audiences;



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- To lead a team of staff in strategic assessment planning, collating, articulating and responding to data outcomes and calling all staff to account for the standards of the Early Years Phase
- To undertake further/ necessary professional development training relating to the effective management of staff
- Supporting colleagues with their own Professional Development which is relevant and takes account of a range of professionals' needs and abilities and calls individuals to account for school standards;
- Ensuring staff professional duties are fulfilled as outlined in the School Teachers' Pay and Conditions document.

### Strategic Direction and Development of the School

To work with the Headteacher, governors, staff and parents / carers and sometimes with the leadership team to help develop a strategic view of the **Early Years Foundation Stage** within its community, planning for future needs and development within the local and national context by:

- To lead innovative opportunities to maximise the potential of our children to extend their breadth of experiences to enrich their learning and lives;
- Leading by example and providing inspiration and motivation, ensuring the school fulfils its aims, vision and values;
- Supporting the school's work related to pupils' spiritual, moral, social and cultural development enabling them to become contributing members of society;
- Developing a whole school overview, so ensuring a leading role in the formulation, implementation, review and evaluation of all school policies and initiatives;
- To take responsibilities to address any key actions identified by OFSTED and be accountable for creating, implementing and monitoring progress towards those actions through a strategic action plan including tackling under performance.
- To gather data on Early Years pupils, analyse findings and present this information to a wide school audience including Governors and OFSTED Inspectors demonstrating knowledge of strategic planning...
- To work strategically with the school Business Manager to forecast the delegated budget expenditure and make decisions which show best value for money.
- Developing teamwork and commitment to the school's aims and vision.



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### Learning and teaching

To work with the leadership team, governors and staff to secure and sustain effective learning and teaching throughout the school by:

- Promoting good or outstanding teaching, securing quality learning, high standards of attainment, achievement, behaviour and discipline;
- Effective monitoring and evaluation of the curriculum and implementation of the school's Performance Management policy;
- To provide inspiration leadership in the growing and continual development of the curriculum entitlement through the in door/ outdoor learning environment and beyond including effective budget forecasting.
- Effective modelling of the strategies for inclusive teaching;
- Promote innovative ways in which pupil achievement is acknowledged and celebrated in and beyond school;
- Supporting colleagues in identifying next steps in pupils' learning, challenging pupil progress data and rigorously following up actions taken.
- Supporting parents and carers by : presenting clear and relevant information of any additional needs, plan and deliver support programmes across the school to provide strategies to help their children make social and academic progress.

### Accountability

To be accountable for the efficiency and effectiveness of the school by:

- Providing information, objective advice and support to the governing body to enable it to meet its responsibilities, including reporting to a sub-committee of governors and the full governing body where appropriate;
- Developing a culture where all staff take responsibility for the success of the school and where individuals grow professionally as leaders of learning;
- To develop and maintain on-going concise developmental records from effective subject and staff monitoring of standards which is kept confidential but with open access by authorised professionals who in turn monitor standards of Leadership;



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- To ensure that the school fulfils its statutory obligations towards pupils with S.E.N.D and the curriculum is 'inclusive' to all learners;
- Ensuring that parents and carers, pupils and the broader community are well informed about the school and fully engaged in its activities;