**Longfield Primary School**



At Longfield, we work in partnership with parents/carers and the community to provide all children with the skills and values to succeed in their journey through life in becoming global citizens. Working together, we aim to achieve continuous growth and excellence in all our learners.

We nurture the abilities of all children through our teaching which equips children with the self-esteem and ambition to progress. Furthermore, we recognise and celebrate hard work, perseverance, inspiration, courage to try and achievement.

We encourage all our children to be proud and responsible for themselves, their environment and their future. This is achieved through embedding our 5Rs in our daily school life.

We are very proud of our school and a commitment to lifelong learning is at the heart of our community.

**EYFS Leader**

**LONGFIELD PRIMARY SCHOOL**

**Early Years Foundation Stage Leader - JOB DESCRIPTION**

**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 strong achievement for all
* Effective strategies to ensure strong phonic and EYFS outcomes
* The provision of a curriculum that is diverse and inclusive

**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 Inclusion leader 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 in the EYFS
* Liaise with the local authority 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
* Will demonstrate skill in using data analysis to identify groups and trends and drive improvement through the implementation of effective strategies to ensure strong phonic and EYFS outcomes for all pupils.
* Is able to lead high-quality continuous professional development (CPD) to ensure that the teaching and learning of Phonics is of good to outstanding quality, thereby promoting effective learning for all pupils
* Have an overarching responsibility for pupils’ achievement and standards in the EYFS

**Leading and managing staff**

* Hold regular team meetings in 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**

* Provide support with textbooks and library books in the EYFS
* 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
* Prepare appropriate resources for remote learning to ensure the EYFS can be delivered at home

**LONGFIELD PRIMARY SCHOOL**

All staff at Longfield Primary School are expected to support school policies, practices and procedures as agreed by the Governing Body and the Head Teacher and staff of Longfield Primary School.

**EYFS Leader - PERSON SPECIFICATION**

**Person specification**

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| --- | --- |
| criteria | qualities |
| **Qualifications and training** | * Degree
* Qualified teacher status
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| **Experience** | * Successful experience of EYFS leadership
* Record of excellent classroom practice with exemplary teaching in EYFS
* Experience of introducing and maintaining a whole school initiative within the area of school improvement
* Experience of leading and managing a team and of performance management
* Proven record of helping pupils of whatever ability to achieve high standards
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| **Skills and knowledge** | * Expert knowledge of the EYFS statutory framework and handbook
* Excellent understanding of curriculum and pedagogical issues, including recent educational thinking and developments within the Early Years phase
* Innovative and creative effective learning and teaching styles and strategies to engage, motivate and enable children to make great progress
* Confident grasp of strategies to differentiate teaching and personalise learning
* Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve
* How to analyse, understand, interpret and respond to school performance data, identifying areas for improvement
* Awareness of local and national organisations that can support delivering the EYFS
* Ability to build effective working relationships with staff and other stakeholders
* The use of performance management to raise standards
* Ability to adapt teaching to meet pupils’ needs
* Ability to build effective working relationships with pupils
* Knowledge of guidance and requirements around safeguarding children
* Good IT skills
* Effective communication and interpersonal skills
* Ability to communicate a vision and inspire others
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| **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
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**GENERAL**

* Take on any additional responsibilities which might, from time to time, be determined by the Head Teacher or governing body.

This job description will be reviewed annually as part of the Performance Management process