

**Summerside Primary Academy**

**Job Description: Early Years Foundation Stage leader – LTR2b**

Our shared vision for Early Years at Summerside:

We are a dedicated, supportive, creative team that provides an inclusive, well-resourced learning environment that challenges children to achieve their highest potential.

We believe that children learn most effectively through a balance of adult led activities and exploring their carefully planned environment, with adults close at hand who can follow the child’s lead. We build on children’s natural curiosity and extend their experiences and understanding of the world through guidance and positive interventions. We have a language rich Early Years environment in which co-operative play is encouraged in order to increase social understanding and to help children to develop friendships and relationships.

***Responsibilities of all class teachers:***

The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

*This job description may be amended at any time following discussion between the head teacher and member of* *staff; and will be reviewed annually.*

**Knowledge and Understanding**

* To engage families and establish good working relationships with them to benefit and to maximise the success of the children in the EYFS.

**Strategic Leadership**

* To keep up to date with current and new initiatives in the Early Years Foundation Stage field, sharing information with the Senior Leadership Team and the Early Years Team to inform policy and practice
* To work in partnership with the Leadership Team to ensure the continued success of the high-quality provision for the children in our Nursery and Reception classes
* To support the vision, ethos and policies of the school and the principles that specifically underpin the Early Years Foundation Stage
* Present accurate and articulate reports on pupil performance for the Leadership Team, Pupil Progress meetings and to Governors/OFSTED to enable them to play their part effectively
* To prepare and lead whole school and Early Years team INSET.
* To manage transitions within the Early Years provision, both from Nursery to Reception and from Reception to Key Stage One
* To manage, monitor and review the range of resources in the EYFS provision in order to improve pupils’ achievements and to manage a budget effectively, securing efficiency and value for money
* To ensure the safeguarding of all pupils
* To demonstrate a commitment to the equality of opportunity in all aspects of school life
* Keep up-to-date relevant policies and documentation. Ensure that all staff within EYFS are aware of these

**Learning and Teaching**

* To ensure that the requirements of the Early Years Foundation Profile are met, including arrangements for assessment and moderation and that the children have every opportunity to achieve a Good Level of Development
* To work in partnership with the Leadership Team to monitor and evaluate the quality of teaching, the standards of learning and achievement of all pupils in EYFS, having regard to their physical capabilities, behaviour, social and ethnic background, abilities and aptitudes, in order to set challenging and realistic targets for improvement
* To work with staff to plan for an exciting, creative, stimulating quality curriculum for all children in the Foundation Stage which supports a range of learning styles and promotes independence
* Work with the SENCo to identifying children with SEND. Identify and challenge very able pupils
* Using ICT to advance learning
* Monitoring and intervening to ensure sound learning and discipline following the school’s Behaviour Policy
* Evaluating their own teaching critically to improve effectiveness
* Participate in appropriate INSET/Professional Development
* Developing and maintaining an appropriate environment including:
	+ Stimulating activities to promote learning
	+ Appropriate displays to celebrate and enhance learning
	+ Ensuring that the learning environment is appropriately resourced
	+ Ensuring that the learning environment is kept safe and tidy

**Assessment and Evaluation in EYFS**

* Assessing how well Early Learning Goals have been achieved and using this assessment to improve specific aspects of teaching;
* Using assessment to inform next steps in planning;
* Assessing and recording pupils' progress systematically;
* Preparing and presenting informative reports to parents/carers.
* Attending parents’ evenings and other meetings (e.g. SEN meetings) as necessary.
* To work with the Senior Leadership Team to monitor, evaluate and review the effects of policies and targets of the school practice and take action as necessary
* To contribute to the School Evaluation Form and School Development Plan
* To work with other lead professionals, including those from neighbouring schools and our REAch2 multi-academy trust to ensure the use of comparative data, together with information technology about pupils; prior attainment, to establish benchmarks and set targets for improvement – attending network meetings

**Management and Development of Staff**

* To lead by example- providing creativity, inspiration and motivation to all staff in the EYFS team, having high expectations of staff and of pupils sustaining own motivation and that of others in in the team
* Participate in arrangements for appraisal and take responsibility for own professional development
* To be responsible for appraisal of other staff within the school, ensuring that all staff are accountable for their meeting short, medium and long-term objectives and these fit into the schools’ improvement plan, securing the educational success of all pupils
* Work under pressure to meet deadlines and prioritise and manage time effectively

# Other Professional Requirements:

Class teachers:

* Have a working knowledge of teachers' professional duties and legal liabilities e.g. equal opportunities
* Operate at all times within the stated policies and practices of the school;
* Establish effective working relationships and set a good example through their presentation and personal and professional conduct;
* Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school;
* Take responsibility for their own professional development and duties in relation to school policies and practices;
* Participate actively in year group or Key Stage meetings and activities
* Liaise effectively with parents/carers and governors;

**EYFS Leader – TLR**

**Person Specification**

You should use this Person Specification as a guide for aspects to be covered in your application.

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| **1. Educational Qualifications** | Essential | Desirable |
| Qualified teacher status | √ |  |
| Evidence of continuing professional development | √ |  |
| **2. Experience** |  |  |
| Primary School teaching experience – minimum 3 years (including at least 2 years in EYFS)  |  | √ |
| Involvement in school development and policy planning and evaluation |  | √ |
| Taken the lead on at least one curriculum initiative that has contributed to raising educational standards across at least 2 classes  | √ |  |
| Experience of planning for effective learning, including planning for learning outside the classroom | √ |  |
| Experience of using the Foundation Stage profile to assess children. | √ |  |
| **3. Job Related Knowledge, Aptitude and Skills** |  |  |
| Know what constitutes quality in an EYFS educational provision, the characteristics of effective Early Years settings and strategies for raising young pupils’ achievement. | √ |  |
| Know how to engage families and establish good working relationships with them to benefit and to maximise the success of the children in the EYFS. | √ |  |
| The ability to evaluate educational provision of the school and plan a strategy for its development |  | √ |
| A clear understanding of school improvement issues |  | √ |
| The ability to determine priorities and manage time effectively | √ |  |
| Knowledge of and potential to build positive and effective programmes for staff development in particular, developing coaching and mentoring |  | √ |
| The ability to establish effective working relationships with all members of the school community | √ |  |
| Skills in resource and budgetary management |  | √ |
| The ability to communicate effectively, both orally and in writing, with individuals and groups | √ |  |
| The ability to use ICT to support teaching and leadership | √ |  |
| **Personal Qualities** |  |  |
| The capacity to project and sustain a positive attitude and approach at all times | √ |  |
| The capacity to be flexible in work practices | √ |  |
| The ability to use initiative when problem solving | √ |  |
| The ability to work independently and as part of a team | √ |  |
| The ability to manage, organise and motivate all staff with diplomacy sensitivity and good humour | √ |  |
| A commitment to personal and professional development | √ |  |
| An enthusiasm and energy for teaching | √ |  |
| **Equal Opportunities** |  |  |
| A proven commitment to equal opportunities policy and practice | √ |  |
| The ability to demonstrate that they have actively fostered equal opportunities in their own work. | √ |  |

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