

**JOB DESCRIPTION FOR EARLY YEARS LEADER**

JOB TITLE: Early Years Foundation Stage Leader (TLR 2a)

Salary Teachers Main Scale, plus TLR2a

RESPONSIBLE TO: The Head Teacher

JOB PURPOSE INCLUDING MAIN DUTIES AND RESPONSIBILITIES:

To be a leading practitioner, modelling effective methodology and practice to inspire Early Years team members.

* To lead, manage and evaluate the delivery of high-quality teaching and learning in the Early Years.
* To play a key role in leading school improvement.
* To carry out the functions of a teacher in accordance with the professional standards for teachers and the School Teachers’ Pay and Conditions Document as directed by the Head Teacher.
* To enable all individuals to achieve their full potential within a happy and caring school community.
* To work with zest, drive and determination to secure the long-term success of the school, supporting and promoting the vision, values and ethos to pupils, staff, Governors, parents and the wider community.
* To translate the vision into best practice through innovative planning and teaching that provides high quality learning.
* To hold accountability for standards achieved across Early Years.
* To have due regard for safeguarding and promoting the welfare of children and to follow the child protection procedures adopted by the school.

Leadership Responsibilities:

* To develop the core EYFS vision, with creativity and high standards at its heart. To be the lead teacher for EYFS displaying expertise in a range of creative teaching methodologies to address pupils’ early learning styles. To be visionary and creative in the implementation of high standards and active learning across the Early Years curriculum.
* To ensure high quality and effective assessment of pupils across the Early Years.
* To develop and creatively expand the indoor and outdoor Learning Environment to ensure opportunities for imaginary play and learning.
* To coordinate and evaluate continuity and progression across Nursery and Reception through shared practice and focused classroom observations.
* To initiate, embrace and manage change positively in line with the School Improvement Plan.
* To ensure all EYFS/Key Stage 1 staff have an understanding of the EYFS curriculum and implement strategies to regularly track, add value across Early Years and monitor standards to inform school review.
* To build capacity for self-evaluation and developmental priorities and strategically plan improvements in Early Years practice.
* To be a key contributor to the Leadership Team, supporting the ethos and standards of the school and determining its needs and priorities.
* To be responsible for the implementation and evaluation of agreed development strategies on the School Improvement Plan in terms of measurable success criteria.
* To build a collaborative Early Years team, reacting to staff needs through mentoring and mutual support.
* To extend parental links and home/school partnerships in terms of EYFS expectations, curriculum understanding and methodology.
* To be a reflective leader, displaying professionalism and commitment to all areas of school life.
* To be an exemplary practitioner, responsible for classroom management and organisation, planning, recording, reporting and the delivery of the EYFS curriculum to the class group, within the policies of the school.
* To inspire children to become active participants and independent learners.
* To be enthusiastic about initiating and trialling new teaching and learning methodology and develop the new EYFS framework.
* To ensure regular formative and summative observations are made of each pupil in the class to monitor and maximise performance in relation to developmental bands.
* To provide a stimulating, secure and safe learning environment, both inside and outside for all pupils.
* To lead the Early Years Team positively and enthusiastically.
* To be committed to parental and community involvement and to the whole life of the school.
* To ensure high standards in all aspects of school life and work by setting high expectations for our children.
* To be prepared to undertake further professional development, be reflective in own practice and participate in school review procedures.
* To be committed to personal staff development and training.
* To promote and safeguard the welfare of children, carrying out and acting upon risk assessments as necessary.
* Other duties as may reasonably be required.

The post holder must comply with Coventry City Council’s health and safety policy and in particular is required:-

* To take reasonable care for their own health and safety at work and of those who may be affected by their actions or by their omissions.
* To cooperate with their line manager and senior management, to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required.
* Not to intentionally or recklessly interfere with or misuse anything provided in the interest of health, safety and welfare.
* To report to their manager any health and safety concerns, hazardous condition or defect in the health and safety arrangements.

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council’s Equal Opportunities Policy.

Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

**PERSON SPECIFICATION**

Willenhall Community Primary School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to do the same. Your application should address the following points:-

**1. Qualifications**

Essential:

a) Recognised national teaching qualification and meet the requirements of professional standards for teachers and the School Teachers’ Pay and Conditions Document

b) Graduate status

c) Early Years Phase qualification

Desirable

a) Experience of recent professional development.

**2. Experience**

Essential:

a) Experience of working in Early Years.

b) Experience of developing team members.

c) Knowledge and skill in variety of teaching styles and modes of learning.

Desirable:

a) Experience of a leadership role in the curriculum.

b) Experience of parent/community involvement.

**3. Personal Development**

Essential:

a) Attendance at relevant courses and a willingness to undertake further professional development.

b) Commitment to school review procedures.

**4. Skills, Knowledge and Aptitudes**

Essential:

a) Excellent classroom practitioner.

b) Experience of creating a stimulating classroom and differentiated learning environment.

c) Knowledge and understanding of the development of children between the ages of 3 –7

d) Experience of effectively supporting disadvantaged children to achieve well.

e) Ability to forward plan, organise, communicate and evaluate effectively.

f) Sound knowledge of the new EYFS curriculum areas and NC.

g) Knowledge and experience of assessment procedures, moderation and evaluation at Early Years.

h) Ability to safeguard and promote the welfare of children, forming and maintaining appropriate relationships and personal boundaries.

**5. Personal Attributes**

Essential:

a) Energetic, creative and lively member of staff who is flexible and adaptable and committed to the whole life of the school.

b) Willingness to liaise and communicate effectively as a team member.

c) High expectations of pupil achievement.

d) Caring attitude to children and parents.

e) Understanding of and commitment to equal opportunities.

f) Ability to project enthusiasm to staff and pupils.

g) Well-motivated, dedicated and able to manage time effectively.

h) Dedicated to working with parents as partners.

i) Motivation and resilience in challenging circumstances.

j) The desire to make a difference for our children.

**6. Inter-personal Skills**

Essential:

a) Ability to form good relationships with children, staff, parents and Governors and display excellent communication and teambuilding skills.

b) Approachable member of staff, able to further home/school partnerships.

c) Ability to improve and extend EY Team and curriculum