

Job Description and Person Specification

EYFS Lead Practitioner

JOB DESCRIPTION

JOB TITLE	EYFS Lead Practitioner
EMPLOYER	University of Brighton Academies Trust
LOCATION (Academy)	Dudley Infant Academy
SALARY	Main Teachers Pay Range/UPR plus TLR2a
RESPONSIBLE TO	Principal
RESPONSIBLE FOR	N/A
MAIN PURPOSE OF THE JOB	<ul style="list-style-type: none"> To be accountable for high quality teaching that supports high levels of attainment in the EYFS setting and to support, hold accountable, develop and lead a team of people focusing on that area. To support colleagues to deliver high quality sequences of learning through effective and inclusive teaching. To be responsible for the strategic direction and development of the learning and achievement within EYFS with the support of, and under the Principal and Senior Leadership Team. To undertake the professional duties and responsibilities of a Teacher holding a Leadership Responsibility, as set out in the current School Teachers' Pay and Conditions document and The University of Brighton Academies Trust's Teacher Pay Policy.
MAIN TASKS / KEY RESPONSIBILITIES	
1	To demonstrate a commitment to the University of Brighton Academies Trust Mission, Vision and Values in the journey to demonstrating consistent outstanding teaching practice.
2	To role model exemplary classroom practice and behaviours in line with the Teacher Standards (Part 1 and Part 2). To uphold and promote the University of Brighton Academies Trust Mission, Vision and Values, as well as the Dudley Infant Academy Personal Development Awards.
3	To ensure high and consistent standards of work and behaviour from staff and pupils within the academy community.

4	To establish and maintain excellent relationships with both, pupils, parents, staff and the wider community.
5	To develop an EYFS action plan and report to the SLT regarding the progress within the setting against the Academy Improvement Plan, carrying out all identified actions and measuring the impact.
6	To ensure that planning is in line with the current EYFS statutory framework requirements to provide a broad and balanced curriculum, which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.
7	To support the development of long-term, medium term and short term EYFS planning to ensure a standard planning format is being utilised in the setting.
8	To promote teaching and learning to ensure children's 'school readiness' and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
9	Develop plans for improving quality of learning and achievement across EYFS that identify clear targets, timescales and success criteria for its development and/or maintenance in line with the Academy Improvement Plan.
10	Develop and implement relevant EYFS policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
11	To analyse EYFS data against school set targets/milestones and national benchmarks, identifying strengths and areas for development. Communicate these to the academy staff members where relevant.
12	To ensure that the Principal and Senior Leadership Team are well informed about policies, plans, priorities and targets for the EYFS setting and that these are properly incorporated into the Academy Improvement Plan.
13	To monitor the quality of teaching and learning in EYFS, under the direction of the Principal, external consultants and other SLT members in order to identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching.
14	To demonstrate an excellent ability to advise and support other teachers and to provide examples, coaching and training to help others become more effective in their teaching practice. To help others to evaluate the impact of their teaching on raising pupils' achievement.
15	To keep own EYFS subject knowledge up to date through reading, relevant courses, internet research and liaising with other EYFS subject leaders.
16	To undertake the Professional Review Scheme for support staff working in the EYFS setting.
17	To use school, national and other data and information to inform strategic planning and identify improvement areas for EYFS across the age range in consultation with other SLT members, class teachers and Inclusion Leader.
18	To ensure continuity and progression in EYFS teaching by supporting colleagues in choosing the appropriate sequence of teaching and learning methods and setting clear learning objectives developed in line with the Academy Improvement Plan.
19	To manage allocated resources efficiently within the school for the EYFS setting, to ensure that teaching and learning is supported effectively.
20	To attend EYFS faculty meetings organised by the University of Brighton Academies Trust and report back to/train the SLT/staff as appropriate. To lead and arrange Mathematics CPD for teachers and support staff as required.
21	To attend senior leadership meetings as required after school and report upon the quality of standards and provision in the EYFS setting across the academy, in accordance with Academy Improvement Plan priorities.

22	To be responsible for the presentation and organisation of learning environments and active promotion of spaces relevant to EYFS (classroom environments, shared areas, outside learning provision)
23	To take a lead in the organisation of key EYFS events and activities throughout the course of the year.
24	To ensure an annual audit of EYFS resources is undertaken and re-order to meet class, individual pupil and academy improvement needs as required.
25	To undertake such other duties as reasonably correspond to the general character of the post and support the Senior Leadership Team.
26	To carry out all activities in line with the Trust's and Academy's policies for Health and Safety, Safeguarding and Child Protection and Equal Opportunities.
27	Be a strong advocate for change and champion school improvement. To convey a positive "can do" attitude, motivate and inspire staff and present a 'united front' to secure successful outcomes of school initiatives

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Date: February 2024

Additional Information

- All Support Staff posts within the Academy are subject to a one year probationary period.
- This post is subject to a Disclosure and Barring Services (DBS) check.
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

EDUCATION AND QUALIFICATIONS

- Qualified Teacher status
- Degree/PGCE
- Evidence of recent relevant professional development

KNOWLEDGE AND EXPERIENCE

- Minimum of three years recent successful experience in a Primary/Infant School
- Outstanding EYFS practitioner
- Strong understanding of the EYFS Framework and the Development Matters curriculum guidance for EYFS
- Experience in leading one or more subject areas, including identifying needs, planning, monitoring and evaluation of standards.
- Proven ability in leading staff teams / curriculum development and measuring progress
- Experience of / involvement in whole-academy self-evaluation and Academy Development Plan processes
- Experience of policy development and review
- Experience of management and leadership of a team of teachers and/or support staff: coaching/mentoring/performance management would be desirable.
- Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the Academy's resources and the individual child.
- Knowledge of current educational issues and their relationship to the inclusion behaviour support and education welfare services.
- Experience of operational planning

KEY SKILLS AND ABILITIES

- Excellent teacher
- Ability to work cooperatively as a leader and member of a team
- Proven ability to implement strategies for raising pupil achievement including monitoring and evaluation of the work of others
- Excellent people skills – motivating, nurturing and challenging children and adults to achieve their best
- Knowledge of data management – ability to use assessment data to report on pupils' performance to the SLT
- Excellent ICT skills for teaching, learning and management
- Confidence, clarity and decisiveness in making and carrying out decisions
- Experience in working with other partners – Secondary / pre-academy / extended services / ITT provider

PERSONAL ATTRIBUTES

- Commitment to safeguarding and promoting the welfare of children.
- Approachable with excellent interpersonal and communication skills to a wide audience
- A commitment to inclusive education and willingness to respond to the needs of individual learners with sensitivity
- An ambitious and diligent professional who can motivate and inspire others including pupils, teachers, parents and governors.
- Ability to promote and develop positive relationships within and beyond the academy
- Ability to analyse, prioritise and meet deadlines
- Proven track record of achieving targets; tenaciously ensuring projects are seen through to completion
- Ability to demonstrate commitment to Equal Opportunities
- Willingness to participate in and development opportunities offered by the Academy, to further personal knowledge