



Executive Head Teacher: Mr Paul Smith
 Bank Road, Pilning, South Gloucestershire,
 BS35 4JG
 Tel: (01454) 631 137
 Email: office@stpetersprimary.co.uk
 Website: www.stpetersprimary.co.uk
 Twitter: @StPetersPilning

Job details

Salary: Main scale – UPS + TLR dependent on experience.

Contract type: Full time permanent

Reporting to: Headteacher

Responsible for: EYFS / Key Stage 1

Main purpose

In addition to:

- Fulfilling the professional responsibilities of a teacher, as set out in the [School Teachers' Pay and Conditions document](#)
- Meeting the expectations set out in the [Teachers' Standards](#)

The EYFS/Key Stage 1 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 achievement for all
- Development of continuous provision offer within the Early Years and into Year 1
- Appropriate training and development for setting and whole school as necessary

Duties and responsibilities

Strategic direction

- Develop and implement policies for the EYFS and Key Stage 1 in line with our school's commitment to high-quality teaching and learning
- Have a good understanding of how well the EYFS and Key Stage 1 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 and Key Stage 1
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values along with our Vision and Values
- Consult pupils, parents and staff about the EYFS and Key Stage 1 and its effectiveness, and assess the feedback against the school's vision, values and aims
- Work with the special educational needs coordinator (SENCO) 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 at the EYFS and Key Stage 1
- Liaise with the local school's partnership on EYFS and Key Stage 1 related projects and activities

- Share outstanding EYFS and Key Stage 1 practice, knowledge and expertise throughout the school as appropriate

Leading the curriculum

- Develop and review regularly the vision, aims and purpose for EYFS and Key Stage 1
- Monitor changes to EYFS and Key Stage 1 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 and Key Stage 1 national curriculum
 - Is well sequenced to promote pupil progress towards the early learning goals (ELGs) and age related expectations for Year 1 and 2
 - Is effectively and consistently implemented across the EYFS and Key Stage 1
- Make sure there is an effective system of assessment that meets the requirements of the EYFS and Key Stage 1 frameworks and tracks the progress of pupils to check the curriculum has a positive impact on learning
- Have an overarching responsibility for pupils' achievement and standards in the EYFS and Key Stage 1

Leading and managing staff

- Hold regular team meetings on the EYFS and Key Stage 1 to keep staff informed of developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the EYFS and Key Stage 1
- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils 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 and Key Stage 1
- 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 and Key Stage 1
- Create a safe, welcoming environment and take care of the classroom accommodation
- Audit the indoor and outdoor learning spaces in the EYFS and Key Stage 1 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 and Key Stage 1 across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Support continuous provision in the EYFS into Year 1, 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 and Key Stage 1 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 and Key Stage 1 can be delivered at home if and when required

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the EYFS and Key Stage 1 leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person specification EYFS/Key Stage 1 phase leader

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Degree • Qualified teacher status
Experience	<ul style="list-style-type: none"> • Successful experience of EYFS leadership and/or Key Stage 1 • Teaching experience • Experience of EYFS framework and Key Stage 1 national curriculum design and delivery • Experience of mixed aged classes or mixed key phases
Skills and knowledge	<ul style="list-style-type: none"> • Expert knowledge of the EYFS statutory framework and handbook • Understanding of high-quality teaching and learning strategies in the EYFS and Key Stage 1, and the ability to model this for others and support others to improve • Awareness of local and national organisations that can support delivering the EYFS and Key Stage 1 • Familiarity and experience of recent assessment procedures to the national expectations and be ambitious for the children and pupils in the key phases setting high targets • Ability to build effective working relationships with staff and other stakeholders • Ability to adapt teaching to meet pupils' needs including those with SEND • Ability to build effective working relationships with pupils • Ability to demonstrate a commitment to equality of pupils • Knowledge of guidance and requirements around safeguarding children • Good IT skills • Effective communication and interpersonal skills • Evidence of recent CPD • Ability to communicate a vision and inspire others

Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for all pupils • Encourage the imagination and flair to make the curriculum inspirational to pupils • Uphold and promote the Christian ethos and values of the school • Ability to work under pressure, remaining calm and prioritise effectively • Ability to motivate, share and work with others to create a strong, successful and supportive team • Ability to forge positive relationships with all colleagues, pupils and parents • Possess high levels of energy, enthusiasm and perseverance • Excellent communication skills both verbal and written • Reliable, reflective, approachable, maintain high standards of self and others • Maintain confidentiality at all times • Commitment to safeguarding, equality, diversity and inclusion
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Notes:

This job description may be amended at any time in consultation with the postholder.

If you don't have all of the experience listed above but are interested in applying, contact us at the school office to discuss this in more detail.