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**EYFS Lead – Job Description**

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| **Pay Scale/Grade:** | Main/Upper Pay Scale + TLR 2  |
| **Reports to:** | Headteacher |
| **Responsible for:** | Early Years Teaching Staff; Early Years Support Staff  |
| **Liaison with:** | EYFS Teaching Staff, EYFS Support Staff, Staff in other phases, Headteacher, Senior Leadership Team, Pupils, Parents/Carers, Parish |

**Main Purpose**

* To lead and manage the EYFS team to provide high quality learning provision for all children within a secure, happy and caring environment.
* To liaise effectively with the senior leadership team (SLT) to ensure consistency of approach in teaching and learning and the highest quality of education for all its children.
* To contribute to, and promote, the vision, culture and Catholic ethos and values of Sacred Heart Catholic Primary and Nursery School.

***The education and welfare of a designated class in accordance with the requirements of the latest Pay and Conditions of Employment of School Teachers, having due regard to the requirements of the New Framework, the school’s aims, objectives and schemes of work and any policies of the Governing Body - to share corporate responsibility for the wellbeing, discipline and Safeguarding of all pupils.***

***In addition to the responsibilities of class teacher, as set out by the class teacher job description and the school teachers’ pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school’s policies under the direction of the Headteacher.***

**Strategic direction and development**

* Play a key role in shaping the vision and direction for the school, setting out very high expectations for all and striving for outstanding outcomes for all pupils.
* Inspire, motivate and influence staff and pupils, especially within the Phase, taking a lead role in developing and maintaining the highest standards of teaching and learning.
* Lead the development of excellent learning and teaching within the Phase through monitoring and coaching for improvement processes.
* To play a key role in the development of assessment within the Phase, including assessment for learning strategies, as a key to improving the quality of teaching and learning.
* Liaise with the other Phase Lead Teachers to ensure that the organisation and management of the curriculum across the school is consistent, balanced and builds on previous skills learnt.
* Be accountable for regular monitoring of pupil progress through data analysis, book-looks, drop-ins and monitoring and evaluation of teaching across the Phase to ensure that pupils are making expected or better progress and to identify any areas of concern.
* Maintain and develop the ethos, values and overall purposes of the school.
* Formulate the aims and objectives of Early Years and policies for their implementation.
* Have an overview of all aspects of the leadership and management of the school and undertake this in partnership with the Head teacher and the Senior Leadership Team and Senior Management Team.
* To provide effective leadership of the Early Years community, demonstrating excellence in professional practice, guiding other members as part of the SMT, reporting regularly to the Senior Leadership Team and Headteacher.
* To provide effective and efficient day-to-day monitoring, operational management, administration and supervision of teaching and learning, behaviour and attendance, pupil well-being, health and safety in support of school objectives.
* To contribute to strategic planning within the cycle and framework of agreed school policy and procedures, sharing accountability with other members of the Senior Leadership Team for the achievement of whole school objectives.
* To monitor, evaluate, and report on strategic issues within the Early Years setting.
* To collect, analyse and interpret Early Years data and ensure that this has an impact on provision.
* To contribute to the quality assurance procedures of the school, e.g. subject leadership and ensure that quality assurance mechanisms are in place for the designated areas of responsibility.
* To work in accordance with the values, culture, ethos, equal opportunities and inclusion policies of the school

**Developing and managing others**

* Work with the Senior Leadership Team to lead, motivate, support, challenge and develop all staff to secure continual improvement including his/her own continual professional development.
* Offer leadership, guidance and support to colleagues in relation to teaching and learning.
* Lead, manage and organise professional development as appropriate in support of the school’s aims.
* To support staff members in the performance of their work by providing clear expectations and guidance, encouraging them to take responsibility for their work and valuing each individual’s positive contribution.
* To keep staff well-informed about current trends in early years education.
* To ensure that the continuing professional development of the Early Years staff at the school is monitored and progressed.
* To support the development of initial teacher trainees, students and those teachers who are newly qualified
* Ensure that statutory tests, baseline assessment and moderation are carried out at the appropriate times with the appropriate children, including children new to the school.
* Liaise with other Phase Leaders to ensure curriculum continuity and progression.
* Lead effective behaviour and discipline policies and procedures to achieve high standards of learning behaviours, independence and self-discipline within the Phase Teaching and learning.

**Teaching and Learning**

* Lead staff, by personal example, in classroom teaching, using a wide range of strategies to support the development of outstanding learning and teaching throughout the Phase.
* Be accountable for ensuring that Long, Medium and Short Term Planning includes drawing on all areas of learning, has high but appropriate levels of expectation regarding each child’s achievement, is broad, balanced, relevant and shows continuity and progression, enables all children to learn at a pace appropriate to their age, ability and interest, is child-centred and involves the children in experiential learning.
* To ensure that pupils receive efficient, effective and appropriate education according to their individual needs and abilities.
* To be responsible for promoting and safeguarding the welfare of all children.
* To carry out duties of a school teacher as set out in the current School Teachers’ Pay and Conditions document.
* Be an outstanding classroom practitioner who inspires and motivates staff.
* Make a positive impact on the educational progress of all pupils in the Early Years.
* Ensure that creative and stimulating learning environments encourage and facilitate children’s development and independence.
* A commitment to and an understanding of inclusion.
* To ensure that the Early Years Curriculum, Religious Education, SMSC, PSHE and Citizenship are delivered to a very high standard.
* To ensure that the school takes account of local and national initiatives and policies relevant to teaching and learning in the delivery of a broad and rich curriculum.
* To monitor, evaluate and develop the curriculum.
* To monitor and ensure high quality teaching to secure the best possible progress and outcomes for all pupils.
* To be self-motivated in researching new initiatives to ensure that the school is at the forefront of current and best practice.
* To have a secure understanding of the teaching and monitoring of Phonics.
* To ensure smooth transition of pupils into Key Stage One.

**Parents and Community**

* To help parents/carers to become partners in their child’s education from the outset.
* To ensure that the school is proactive in developing links within and across its various communities at local, national and international levels.
* To encourage family and community involvement in and support for the school, including access to extra-curricular opportunities, homework and other educational and social experiences.
* To canvass views and take account of feedback from pupils, parents and the wider community.
* To network with other schools, voluntary agencies, nursery and pre-school settings and community associations and maintain a high profile within the local community, developing the school as an integral part of the locality.
* Support staff in the Phase in organising and running Parents’ Workshops for parents of children in their class during the academic year in order to give them information.

**Other**

* Prepare and present reports and other forms of high-quality communication, as required, e.g. to governors, LA, parents, outside agencies.
* Act with professional integrity at all times.
* To uphold the Catholic ethos and values of the school at all times.
* Be a presence around school: a role model to all.
* Be present where required at meetings, performances and other functions / events.
* Actively promote the inclusive ethos of the school, and support the SLT in maintaining a climate that is supportive for staff, pupils, parents, carers and the community.
* Support and develop an effective partnership with parents to support and improve pupils’ achievement and personal development.
* Engage in relevant professional development activity as necessary.
* Keep up to date with educational developments, assessing their potential value to, and impact on the school.
* To promote the school’s values and curriculum drivers.
* To maintain an environment where all members of the setting actively demonstrate their care and concern for others and fulfil the requirements of the school’s policies and procedures.
* To make best use of the resources in school and to seek ways of developing the learning environment and provision both inside and outside.

*From time to time the needs of the school will inevitably change. As a member of the leadership team, the successful candidate must be prepared to change areas of responsibility, re-negotiate his/her personal job description with the Headteacher to allow for the development of the school and his/her own professional and personal development. The job description may be amended at any time, after discussion, but in any case, will be reviewed annually.*