



Organisation:	Watergrove Trust
Section:	Senior School Management
Location:	Trust Wide With the expectation that the postholder will be assigned to a school for a set period of time, with classroom responsibilities.
Job Title:	EYFS Leader
Grade:	L1 - L5
Grade Range:	currently £42,195 - £46,566 per annum
Accountable to:	Primary Headteacher
Accountable for:	EYFS provision and staff
Special Conditions of Service:	<ul style="list-style-type: none">• All posts require satisfactory pre-employment checks including enhanced DBS clearance prior to appointment.• From time to time you may be expected to work outside normal working hours to participate in duties that are otherwise not indicated in your job description. (Example): Supporting Open Evenings and other out of hours school events as and when required or to perform routine system upgrades and general maintenance.• A full driving licence and access to a vehicle with business insurance is required.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PURPOSE AND OBJECTIVES OF THE ROLE

- To provide professional leadership and EYFS management for the Trust Primary Schools, promoting a secure foundation from which to achieve high standards in all areas of the school's work.
- To be an excellent and creative EYFS practitioner who models outstanding practice.
- To be an enthusiastic team player with a 'can do' attitude; coaching others and being a professional role model.
- To be passionate about children's learning and welfare; putting them first in everything they do

The School Teacher's Pay and Conditions document sets out the standards in relation to the professional responsibilities of the Deputy Headteacher.

Under the overall direction of the Headteacher, the **EYFS Leader** will play a major role in:

- Providing leadership and support in the development of EYFS (Nursery and Reception). Effectively leading the EYFS learning agenda and teaching to unlock the talent and energy of all staff through clear vision and leadership
- Having an active role and responsibility in ensuring high standards of EYFS pupil outcomes and progress
- Promoting excellence, equality and high expectations of all pupils
- Deploying resources to achieve the Trust's and school's EYFS aims
- Evaluating EYFS performance and identifying priorities for continuous improvement
- Carrying out day-to-day EYFS management, organisation and administration
- Securing the commitment of the wider community in the Trust EYFS agenda
- Creating a safe and productive learning environment that is engaging and fulfilling for all pupils.
- Undertaking the professional duties of the Headteacher in his / her absence, as required.

Safeguarding

Fulfil responsibilities and obligations in relation to the safeguarding of children.

To adhere to the Academy Trust rules and regulations relating to the use of IT, e-mail and intranet/internet access.

Health/Safety/Welfare

Responsibility for the safety and welfare of self, colleagues and students in accordance with the Health and Safety Policies of Watergrove Trust, and current legislation.

Relationships (not exhaustive)

Headteacher
Senior Leadership Team
Colleagues
Teaching Staff
Associate Staff
Students
Parents
Visitors
Contractors
Governors /Trustees

Organisational Chart

Primary Headteacher
EYFS Leadership Specialist
EYFS classroom teachers & TA's



Values and Behaviours

Our mission is to be ever “**Providing more**” to the communities we serve, to enable life in all its fullness. Our Trust is enabled by a mutual interdependency within which we will always:

- Coach
- Challenge
- Innovate

Watergrove Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

Responsibilities

The postholder must:

1. Perform his/her duties in accordance with the Equal Opportunities Policy.
2. Ensure that the Trust’s commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

Principal Duties

A) Teaching & Learning

- To be an outstanding practitioner and excellent role model, exemplifying high standards of teaching and learning and high expectations for all pupils and staff
- To carry out teaching duties in EYFS phase, providing a model of excellence for all colleagues
- To provide leadership and support in the development of high quality teaching and learning strategies throughout the school with a focus on continuous improvement in pupil outcomes
- To provide leadership and support for colleagues ensuring good or better teaching practice across the curriculum by maintaining an informed view of standards and the quality of teaching and learning across school
- To support the Headteachers and the Leadership Teams across the Trust in the analysis of class, key stage and whole school data to evaluate specific areas of pupil progress and attainment to continue to drive standards forward
- To undertake a significant role in maintaining a high standard of pupils’ behaviour, discipline and learning engagement and supporting other staff as necessary .

B) Leading & Managing Others

- To play a significant role in setting the aims and objectives for the school (in particular EYFS) and in formulating the School Development Plan (SDP) along with the Headteacher.
- To inspire, motivate and influence staff and pupils, taking a lead role in maintaining the highest standards of teaching, learning, pupil engagement and children’s safeguarding
- To assist and support the Trust leaders in school self review and self evaluation in order to effectively plan and manage all relevant school resources to secure continuous improvements in pupil outcomes
- To provide effective leadership, management and support to individuals and/or teams of staff and to contribute to the school’s professional development programme including coordinating training or delivering INSET as required
- To provide an excellent role model for all members of staff and for pupils in all aspects of school life and offering professional support and guidance as required. To be an exemplar of all Trust and school policies and practices and to actively promote the aims, ethos and vision across the whole school community



- To assist the Trust Headteachers in all aspects of the day to day administration of the school and to undertake the professional duties of the Headteacher in his/her absence
- To implement the LAC policies and equal opportunity issues for all staff and pupils in relation to sex, gender, race, disability and special educational needs
- Participating in the setting and/or monitoring of targets relating to their own performance and that of other staff via clear performance management systems

C) Effective Deployment of Staff and Resources

Assist the Headteacher in building a collaborative learning culture within the school and actively engage with other schools to build effective learning communities by:

- Acknowledging responsibilities and celebrating achievements of teams and individuals.
- Work with colleagues to deploy and develop all staff effectively in order to maintain and improve the quality of education provided. Also, manages their own workload and that of others to allow an appropriate work/ life balance.
- Ensure that effective and prudent use is made of the school's budget and that appropriate EYFS spending priorities are established, linked to both the Trust and the high school Development Plans and the needs of pupils.
- Manage, monitor and review the range, quality and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.
- Manage and organise the EYFS accommodation efficiently and effectively to ensure it meets the needs of the curriculum, community use and health and safety regulations.
- Implement legislation, statutory EYFS guidance and policies and procedures across the Trust
- Create an attractive and safe EYFS environment which stimulates learning
- Participate in the selection and deployment of EYFS teaching and TA staff at the primaries

D) Accountability and Transparency

Support a school ethos that enables everyone to work collaboratively, share knowledge, research and understanding, celebrate success and accept responsibility for outcomes by:

- Be accountable to a wide range of groups, particularly EYFS pupils, parents, carers and Trustees.
- Provide Governance with accurate, timely and transparent EYFS information and data, objective advice and support to enable the Board to meet its responsibilities.
- Promote an ethos that enables staff to share EYFS knowledge and understanding, celebrate success and accept responsibility for the success of the EYFS provision across the Trust
- Ensure individual EYFS staff accountabilities are clearly defined, understood and are subject to rigorous review and evaluation.
- Use a range of evidence, including national data comparisons where appropriate, to monitor, evaluate and improve all aspects of EYFS across the Trust
- Ensure accurate and timely EYFS statistical returns to the Department for Education, Education & Skills Funding Agency, OFSTED, and other relevant agencies.
- Ensure that parents/carers and pupils are well informed about the EYFS curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
- Carry out any such duties as may be reasonably required by the Trust and Local Governing Body.

E) Strengthening community

- Work with the Headteachers to:



- Build a school culture and EYFS curriculum which take into account the richness and diversity of the Trust's communities.
- Ensure learning experiences for pupils are integrated with the wider community, and that some of these are community-based.
- Collaborate with other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Build an effective partnership between parents (or those with parental responsibility) and the schools, recognising them as the first educators of their children
- Enhance the provision of information to parents about how the Trust and the school functions, and the progress of their EYFS children



Secondary Duties

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust.
2. Work collaboratively across departments with colleagues and students to ensure the Academy & Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.
3. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
4. Be aware of and comply with policies and procedures relating to child protection, health & safety and security, confidentiality and data protection, reporting all concerns as appropriate.
5. Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.
6. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.
7. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.
8. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).
9. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
 - a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
 - b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, eg operate safe working practices including both mental and physical wellbeing.
 - c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.
10. To attend and participate in meetings as required.
11. Play a full part in the life of the Academy community, supporting our ethos and values encouraging staff and students to follow this example.
12. Actively promote the Academy & Watergrove Trust corporate policies.



Job Description Prepared by: _____ Date: _____

Postholder Signature: _____ Date: _____

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.



Watergrove Trust Person Specification

Organisation :	Watergrove Trust	Post:	EYFS Leader
Section :	Senior Management	Grade:	L1 - L5

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The '*How Identified*' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You must include examples from either paid or voluntary work. Do not leave gaps in employment.

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Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview A Assessment
Qualifications		
Qualified Teacher Status	E	AF, I
Appropriate honour degree	E	AF, I
NPQH or Masters Degree	D	AF, I
Evidence of more than one school	D	AF, I
Relevant senior leadership experience focussed on EYFS teaching and learning	D	AF, I
Further relevant professional qualifications	D	AF, I
Skills and Experience		
Clear understanding of safeguarding and the promotion of the welfare of children	E	AF, I
Substantial and successful leadership and management of a core subject or phase particularly in EYFS and/or KS1	E	AF, I
Experience of impacting on standards and pupil progress in a EYFS phase	E	AF, I



Proven experience of working with groups of teachers and/or departments to raise pupil attainment levels	E	AF, I
Create and secure commitment to a clear strategic vision for an effective school & able to translate vision into practice	E	AF, I
Implement accountability systems and collect data/evidence within a phase particularly in EYFS and/or KS1 to healthcheck Teaching and Learning	E	AF, I
Experience of maintaining high standards of behaviour by acting as a role model for pupils and staff by setting high personal and professional standards	E	AF, I
Prioritise, plan and organise to direct and coordinate the work of others. Able to Lead, support and work as part of a high-performing team	E	AF, I
Experience of building effective collaboratives	E	AF, I
Use appropriate leadership styles in different situations and understand their likely effects. To to establish mutual trust and respect and motivate/ inspire pupils, staff, parents, governors and the wider community	E	AF, I
Deal sensitively with people and resolve conflicts	E	AF, I
Experienced in recruitment	E	AF, I
Energy, vigour and perseverance, with a demonstrable enthusiasm and enjoyment of teaching	E	I
Be an excellent classroom practitioner able to secure pupil engagement in learning and role model this	E	I
Excellent organisational skills	E	I
Excellent verbal and written communication skills	E	I
Enthusiasm and enjoyment of teaching	E	I
Appropriate appearance and presence	E	I
Flexible; Self Motivating, Ambitious & Resilient	E	I
A commitment to comprehensive and inclusive education	E	I
Knowledge and Ability		
Understanding of the importance of safeguarding/child protection when working in a school setting	E	AF, I
Good knowledge of strategies designed to raise attainment & standards through effective curriculum design	E	AF, I
Current educational issues – The Early Years Curriculum and assessment systems	E	AF, I



Strategies for improving Teaching and Learning within a phase particularly in EYFS and/or KS1	E	AF, I
Ability to use & analyse data, benchmarks and feedback to monitor pupils progress	E	AF, I
Good knowledge of strategies designed to raise attainment & standards through effective curriculum design	E	AF, I
New technologies and a wide range of management software to aid teaching and learning, tracking progress, and data analysis	E	AF, I
Leading an EYFS and / or KS1 initiatives and training	E	AF, I
Good knowledge of strategies designed to increase pupils' motivation to learn	E	AF, I
Good knowledge of personalised learning practice	E	AF, I
Good knowledge of the Professional Standards requirements for teachers	E	AF, I
Good understanding of school self-evaluation and effective action planning through the school improvement plan	E	AF, I
Knowledgeable about strategic financial planning, budgetary management and principles of best value	E	AF, I
Knowledge of Management Information Systems	D	AF, I
Ability to demonstrate initiative	E	AF, I
Ability to communicate effectively with all stakeholders & ranges of audience	E	AF, I
Ability to analyse complex issues and to think both creatively and strategically	E	AF, I
Ability to build and support effective teams	E	AF, I
Ability to apply and adapt national initiatives in a local context	E	AF, I
Ability to work under pressure whilst maintaining a positive and creative attitude	E	AF, I
Special Working Conditions		
Enhanced DBS clearance	E	AF, I
Must be able to drive and have own car to support all academies across the Watergrove Trust	E	AF, I

