



## Job Description: Early Years Foundation Stage (EYFS) Leader

High Bank JIN School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

### Job details

**Salary:** MPS/ UPS (not suitable for ECT)

**Hours:** 32.5 Full time

**Contract type:** Permanent

**Reporting to:** Headteacher

### 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 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.
- › Lead on Early Reading and phonics (Within EYFS and KS1/2).

### Duties and Responsibilities

#### Strategic direction

- › Develop and implement policies for the EYFS in line with our school's commitment to high-quality teaching and learning.
- › Have a good understanding of how well the EYFS 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.
- › Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values.
- › Consult pupils, parents and staff about the EYFS and its effectiveness, and assess the feedback against the school's vision, values and aims.
- › Work with the special educational needs & disability coordinator (SENDCo) 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.
- › Liaise with the local authority (LA) on EYFS-related projects and activities.
- › Share outstanding EYFS practice, knowledge and expertise throughout the school as appropriate.

## **Leading the curriculum**

- › Develop and review regularly the vision, aims and purpose for EYFS.
- › Monitor changes to EYFS 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.
  - Is well sequenced to promote pupil progress towards the early learning goals (ELGs).
  - Is effectively and consistently implemented across the EYFS.
- › Make sure there is an effective system of assessment that meets the requirements of the EYFS framework 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.

## **Leading and managing staff**

- › Hold regular team meetings on the EYFS to keep staff informed of developments or changes.
- › Provide support to staff regarding teaching and learning, resources, and planning in the EYFS.
- › Monitor teaching and learning 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.
- › Take a leading role in inducting new EYFS staff and making sure they uphold expected values and teaching standards.
- › 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**

- › Create a safe, welcoming environment and take care of the classroom accommodation.
- › Audit the indoor and outdoor learning spaces in the EYFS 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 across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils.
- › Support continuous provision in the EYFS, 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 budget effectively to ensure it is spent on resources that add value and enhance the learning experience.

## **Other areas of responsibility**

- › Lead the development and implementation of the school's Early Reading and Phonics vision.
- › Ensure the chosen systematic synthetic phonics (SSP) programme is delivered with fidelity.
- › Monitor consistency of phonics teaching across classes and phases.
- › Model high-quality phonics teaching for staff and support them to improve their practice.
- › Drive ongoing improvement in early reading outcomes through clear action planning.

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 leader will carry out. The postholder may be required to discharge other duties appropriate to the level of the role as directed by the Headteacher.

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"><li>• Degree</li><li>• Qualified teacher status</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Successful experience of EYFS leadership (or proven impact within a subject or phase – this post is open to aspiring EYFS leaders)</li><li>• Teaching experience within the EYFS of a primary school setting.</li><li>• Minimum 3 years qualified teaching experience.</li></ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"><li>• Expert knowledge of the EYFS statutory framework and handbook</li><li>• Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve</li><li>• Awareness of local and national organisations that can support delivering the EYFS</li><li>• Ability to build effective working relationships with staff and other stakeholders</li><li>• Ability to adapt teaching to meet pupils' needs</li><li>• Ability to build effective working relationships with pupils</li><li>• Knowledge of guidance and requirements around safeguarding children</li><li>• Good IT skills</li><li>• Effective communication and interpersonal skills</li><li>• Ability to communicate a vision and inspire others</li><li>• Strong understanding of Systemic Synthetic Phonics programmes</li></ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"><li>• Commitment to getting the best outcomes for all pupils</li><li>• Uphold and promote the ethos and values of the school</li><li>• Ability to work under pressure and prioritise effectively</li><li>• Maintain confidentiality at all times</li><li>• Commitment to safeguarding, equality, diversity and inclusion</li></ul>

### Notes:

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

**Last review date:** March 2026

**Next review date:** March 2028

**Headteacher/line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_