



JOB PROFILE

Job Title:	Early Years Leader	School/Department:	Colton Primary School
Salary Grade:	MPS/UPS +TLR2	Working Hours:	Fulltime
Contract Type:	<i>Permanent</i>	Location:	Colton, Leeds, LS15 9AL

Responsible to: Senior Leadership Team / Headteacher

Role summary:

An exciting opportunity has arisen for the post of early years lead and class teacher at our fantastic school. We are seeking to appoint an inspirational practitioner and leader who is enthusiastic, hard-working and passionate about early years. The successful candidate will have experience of delivering consistently good classroom practice, both indoors and outdoors, with a clear understanding of how children learn and develop. Their classroom skills will enable them to work collaboratively with colleagues to inspire, develop and support others within our setting. They will play a vital role in shaping and developing early years provision and practice as well as contributing to the continued development of the school as part of our senior leadership team.

We are looking for an excellent early years practitioner who will bring knowledge, skills and motivation to our hardworking team and provide leadership for our reception class and our nursery setting. The right candidate will demonstrate excellent teamwork skills; be eager to work in partnership with other schools in our Trust and willing to contribute to school life outside of the classroom.

More details are included in the attached pack and visits to our school are warmly welcomed.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.

Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.

Special conditions of service:

No smoking policy, including e-cigarettes.

Occasional requirement to work outside of school hours and off school premises



EYFS Leader responsibilities:

- 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

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 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
- Liaise with the Local Authority or within our Red Kite Early Years' Leaders team on EYFS-related projects and activities
- Share outstanding EYFS practice, knowledge and expertise throughout the school and Trust 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 by visiting lessons, scrutinising samples of learning work 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
- 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
- Prepare appropriate resources for remote learning to ensure the EYFS can be delivered at home if the need should arise

Teaching and Managing Pupil Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning through interactive, reflective teaching, clear communication and good use of resources.
- Set high expectations for pupils' behaviour, promoting self-control and independence of all learners; establishing and maintaining high standards through well-focused teaching and positive, nurturing relationships.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect
- Manage behaviour effectively using a range of approaches, using praise, rewards and where needed sanctions, which are consistently and fairly applied and are appropriate to pupils' needs
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Planning and Setting Expectations/Pupil Achievement

- Identify clear teaching objectives, content, lesson structures and sequences of lessons appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation.
- Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support.
- Implement and keep records to support children with EHCP's or children who need additional interventions

Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment to inform future teaching.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- When applicable, understand the demands expected of pupils in relation to the National Curriculum, KS1/2



Relationship with Parents and the Wider community

- Prepare and present informative reports to parents.
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' welfare.
- Liaise with other professionals (such as a speech therapist, when required)

Manage Own Performance and Development

- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Share corporate responsibility the implementation of school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Implements and follows school's child protection policies and safeguarding procedures.

Managing and Developing Staff and Other Adults

- Establish effective working relationships with professional colleagues including, where applicable, associate staff.

Managing Resources

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.
- To ensure promotion and support of Equal Opportunities and Health & Safety
- To undertake other duties that are commensurate with the post

RK People responsibilities:

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times
- The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.



Red Kite Mission, Values & Leadership Expectations

Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives

Our Trust Values

Collaboration: we pull together to get the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements – personal and collective

Integrity: we put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice

Respect: we champion equity, equality and diversity. We treat our staff, children and families and partners with respect and kindness – modelling our values and wanting the very best for each other

Our Leadership Expectations

Coach your Team: our leaders use coaching principles to support their teams to be self-aware, grow and work collaboratively

Lead with Respect: our ethical leaders lead with trust, integrity and show appreciation. Wellbeing and fairness are shared priorities

Challenge for Excellence: our leaders challenge themselves and their teams to continually grow in their role and towards their aspirations. They support an innovative approach where colleagues are encouraged to try new approaches with the aim of improvement

PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
High level of written, oral and communication skills	*	
Ability to communicate effectively orally and in writing to a range of audiences	*	
High level of organisation and planning skills	*	
An excellent classroom practitioner	*	
Work effectively as part of a team, relating well to colleagues, pupils and parents	*	
Ability to demonstrate a commitment to equality of opportunity for all pupils	*	
Ability to investigate, solve problems and make decisions	*	
Management of learning environment and resources	*	
Able to use own initiative and motivate and manage people	*	
Ability to demonstrate high level ICT skills in personal and educational situations	*	



Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them	*	
Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure	*	
Ability to offer expertise in a specific subject or area	*	
Ability to teach across primary age range	*	
Positive and optimistic attitude towards School Improvement and Inclusion	*	
Open-minded and receptive to new ideas, approaches and challenges	*	
Places high priority on effective team working and works easily and comfortably in a team environment	*	
Ability to work under pressure and prioritise accordingly	*	
Qualifications, Skills, Knowledge and Experience	Essential	Desirable
Ability to build effective working relationships with pupils, staff and other stakeholders	*	
Awareness of local and national organisations that can support delivering the EYFS	*	
Ability to adapt teaching to meet pupils' needs	*	
Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve	*	
Expert knowledge of the EYFS statutory framework and handbook	*	
Ability to communicate a vision and inspire others	*	
Evidence of continuing professional development	*	
Take responsibility for their own professional development	*	
Effective use of ICT to support learning	*	
Understand statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.	*	
Full working knowledge of relevant policies/codes of practice/legislation	*	
Understanding of the implications of the Code of Practice for Special Educational Needs for teaching and learning	*	
As the lead professional in the classroom show an ability to advise and support other staff	*	
Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate	*	
Plan, allocate, support and evaluate work undertaken by other staff in the classroom	*	



Lead professional development through example and support	*	
Safeguarding and Promoting the Welfare of Students	Essential	Desirable
An appropriate motivation to work with children and young people	P	
Ability to maintain appropriate relationships and personal boundaries with children and young people	P	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	P	

