

HADLEY LEARNING COMMUNITY EYFS LEADER JOB DESCRIPTION

Name of post holder:

Title of post: EYFS Leader

Salary: Main pay scale TLR 2b

Working hours: 195 days per year. Full time. (1265hrs)

Terms and conditions

- a) The terms and conditions as set out in the current Teachers Pay and Standards Documents and any orders made under it.
- b) The other terms and conditions set out in the various national collective agreements in force from time to time.
- c) The Local Authority's Rules and Conditions including any local agreement entered into with recognised trade unions.
- d) The school's Instrument and Articles of Government as appropriate.

Description of general teaching post

A teacher must:

1. **Set high expectations which inspire, motivate and challenge pupils**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. **Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work.
3. **Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the primary curriculum areas, foster and maintain pupils' interest in the curriculum areas, and address misunderstandings
 - demonstrate a critical understanding of developments in the curriculum and curriculum areas, and promote the value of hard work and determination to succeed
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
 - when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

- 4 Plan and teach well-structured lessons**
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum
- 5 Adapt teaching to respond to the strengths and needs of all pupils**
 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils education at different stages of development
 - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; those who are vulnerable and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 6 Make accurate and productive use of assessment**
 - know and understand how to assess subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment to secure pupils' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- 7 Manage behaviour effectively to ensure a good and safe learning environment**
 - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- 8 Fulfil wider professional responsibilities**
 - make a positive contribution to the wider life and ethos of the school
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - deploy support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to pupils' achievements and well-being.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Job Description: EYFS Leader

Purpose of Job

- In conjunction with the Head Teacher and Senior Leadership Team, provide the vision and effective leadership that will enable the school to develop further throughout periods of change.
- As a member of the Leadership Team make a significant contribution to the strategic development and direction of the school.
- To assist the Head Teacher in leading, motivating and enabling staff to provide the highest standard of education for all pupils.
- To provide assessment analysis from relevant sources to make a significant contribution to school self-evaluation and school improvement
- Work to support the aims and ethos of the school and hold the highest professional standards themselves Generic Responsibilities of the EYFS Leader
- To establish good relationships, encourage good working practices and support, challenge and lead teachers and support staff within the EYFS team.
- To provide regular communication with parents about what is happening across the Early Years setting.
- To provide for the pastoral, educational, social, moral, spiritual and cultural development of the children across the EYFS and be committed to a fully inclusive school.
- To be responsible and accountable for securing the highest standards of pupil achievement across the EYFS through a process of effective monitoring, evaluation, reporting and review of learning, progress and teaching outcomes.
- To address any areas of underachievement and inconsistencies within the EYFS.
- To use relevant assessment information to set targets for improvement across the EYFS.

- To enthuse, lead, develop and enhance the teaching practices of others across the EYFS, through mentoring, coaching, evaluating, supporting, guiding and target setting.
- To be accountable for the strategic leadership and management of the EYFS, within the context of the school's aims and policies.
- To promote the positive ethos and culture of the school to other staff, governors, parents, children and members of the wider community.
- To contribute to and actively support the overall ethos/work/aims of the school.
- To comply with, support and promote all school policies and procedures, particularly those relating to child protection, equal opportunities, racial equality, health, safety and security, confidentiality, behaviour and data protection.
- To keep up to date records of any meetings/actions/outcomes from the meetings, a copy of which must be given to the Head Teacher within 3 days of the meeting/action/outcome.
- To take responsibility for understanding the part that you play in the progress of the School Improvement Plan and contributing to it accordingly.
- Both deliver and undertake professional development within and outside of Hadley Learning Community including working with other Trust schools
- Communicate and co-operate with other agencies to support the educational, development/general progress and well-being of individual pupils and to participate in meetings arranged for any purposes described above.
- To safeguard every pupil's health, safety and well-being in line with school policies.
- To provide reports to parents, pupils, Governors and the Leadership Team with regard to the progress within EYFS.
- To liaise with the SEND-Co, Assistant Heads and Deputy Head to contribute to the planning and organising of the work of Support Staff in EYFS, in order to have a positive impact on pupil progress.
- To keep up to date with current trends and research and to debate as appropriate.
- To improve the quality of teaching and learning across the EYFS.
- To review planning and teaching methods in order to meet the needs of individual pupils, including SEND, Gifted and Talented, Looked After Children, vulnerable children and children with English as an Additional Language.
- To exemplify good practice in the classroom and provide demonstration lessons for staff/Governors/parents as appropriate.
- To evaluate assessment data in EYFS and discuss outcomes with the Senior Leaders, Assessment
- Leader and Assistant Head Teachers.
- To carry out work scrutiny to ensure high standards and continuity across the EYFS.
- To liaise with other Year Group Leaders to ensure progression and continuity across the school and ensure that the EYFS is seen as an integral part of the whole school community.
- To support, guide and advise staff in all aspects of their work.
- To work with EYFS Leaders from other schools to ensure consistency of practice and to keep up with developments within EYFS.
- Other Activities
- To provide curriculum information for parents such as letters and booklets, in line with school policy and in consultation with the Head Teacher.
- To lead parents meetings/workshops, in consultation with the Head Teacher.
- To organise special assemblies, performances, school trips and other events.
- To carry out any other duties reasonably requested by the Head Teacher or Deputy Head. The duties may be varied to meet changed circumstances in a

manner compatible with the post held, at the reasonable direction of the Head Teacher.

- This job description does not form part of the contract of employment. It describes the way in which the EYFS Leader is expected and required to perform and complete the particular duties as set out above.

Reporting to (also responsible for Appraisal):

Senior Leadership Team

Review/Appraisal arrangements

This document will be reviewed at all stages of the appraisal process and in conjunction with the arrangements stated in the campus appraisal policy. However, either party may raise issues at any time that is appropriate.

Signed.....()

Signed.....(Head of Primary Phase)

Date.....

An electronic copy of this document will be kept with your personnel records.