

Role Description

Early Years Foundation Stage (EYFS) Leader

Pay Range	MPS/UPS + TLR 2a
Responsible To:	Principal

Main Purpose of the Post

- To lead the development of Early Years Education, working with EYFS staff to develop the EYFS curriculum and accelerate the academy's journey to 'outstanding'.
- To empower colleagues to deliver exceptional learning experiences through coaching, modelling and the management process.
- To influence EYFS practice through developing and sharing innovative approaches.
- Develop and secure highly effective approaches to early years teaching, learning and assessment across the academy, integrating best practice into daily routines and promoting professional standards and expectations to young people, staff and the broader community.
- Engage and inspire young people and professionals through the promotion of outstanding early years practice and principles by developing strong specialist knowledge and broader curriculum experiences.
- Enhance the learning experiences for all children by ensuring a consistently strong approach to early years education is embedded across the phase.
- Secure a high quality, bespoke and high quality PLD offer for EYFS specialists, providing leadership and coaching support as required.
- Develop ambitious, confident, resilient young people and adults through the delivery of consistent early language/early reading approaches.
- Share and support the Academy's responsibility to provide and monitor opportunities for the personal and academic growth of students through the impact of a high-quality early years curriculum.
- Ensure continuity of and progression for children moving into KS1 through high quality transition—securing strong basic skills and ensuring an equality of provision
- Provide regular updates with respect to the attainment and progress of students across all teaching groups.
- Develop and access professional networks to enhance provision and security of assessment.
- Raise standards through the regular monitoring of EYFS provision across the phase and the provision of individually targeted/phase /whole school PPLD as needed.
- Develop effective systems to assess student performance within the EYFS, actively monitoring, tracking and measuring the impact of provision (including on specific groups) to secure outstanding progress for all students and that no student is left behind.
- Regularly report to Academy leaders on key KPIs, including the attainment of pupils (including vulnerable groups), quality of education and standard of teaching.
- Keep abreast of developments in practice and new methodological approaches, accessing support from external consultants and sourcing best practice both regionally and nationally as needed.
- Ensure through in-service training (INSET), networking, wider reading and discussion with relevant colleagues, an up-to-date knowledge, including an understanding of the latest developments with the Ofsted framework.
- Demonstrate the use of data and assessment, to adapt teaching, to promote progress
- Ensure Academy leaders have appropriate strategic overview and evaluative evidence of the development and impact of the Early Years curriculum.
- Act as a key member of the EYFS Driver group, providing capacity for the strategic leadership of EYFS across the trust and ensuring that all provisions are providing an outstanding standard of provision.

Strategic Responsibilities

- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils, staff, and all stakeholders.
- Lead by example - with integrity, creativity, resilience, and clarity; drawing on their own scholarship, expertise and skills and those of colleagues.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development.
- Communicate compellingly the Trust vision and drive the Academy improvement, empowering all pupils and staff to excel.
- With the Executive Director, Principal and other leaders, be responsible for promoting and safeguarding the welfare of students, implementing all associated policies. (eg. Child Protection).

Pupils and Staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching by demonstrating an understanding of how pupils learn through successful classroom practice and an inspirational curriculum.
- In collaboration with the Principal, establish an educational culture of 'open classrooms', utilising the IRIS system as a basis for sharing best practice within and between staff, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all EYFS staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Hold all staff to account for their professional conduct and practice.

Systems and Process

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice
- Welcome strong governance and actively support the Local Governance Committee to understand its role and deliver its functions effectively, supporting understanding of the EYFS curriculum and specialist expectations.

The Self-Improvement School System

- Challenge all academies to develop their outward-facing approach developing meaningful links between Trust Academies through the driver group network in a climate of mutual challenge, championing best practice and securing excellent provision
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and deliver exceptional experiences

Other Considerations Relevant to the Role

- The post requires working with flexibility, travelling to and from Academies and other locations as directed, for which the postholder must ensure they have the appropriate business insurance.

The aim of the Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of

responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Principal.