



Job details

Post holder:

Job title: EYFS Leader

Salary: MPR/UPS +TLR2 (lower)

Contract Type: Permanent from 1st January 2025

Reporting to: Headteacher

Core Purpose

- In conjunction with the Head Teacher and Senior Leadership Team, provide the vision and effective leadership that will enable the school to develop further, including throughout periods of change
- As a member of the Senior Leadership Team make a significant contribution to the strategic development and direction of the school
- Assist the Head Teacher in leading, motivating and enabling staff to provide the highest standard of education for all pupils
- Provide assessment and monitoring 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
- Take specific responsibility and accountability for the effectiveness of the Early Years Foundation Stage, and whole school provision/practices for pupils' personal development, including leadership of the associated curriculum areas (PSHRE and RE)

Strategic Direction and School Development

- To be accountable for the strategic leadership and management of the EYFS, within the context of the school's aims and policies
- 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 take responsibility for understanding the part played in the progress of the School Improvement Plan and contributing to it accordingly

Teaching and Learning

- To carry out the duties of a Class Teacher as set out in the School Teacher's Pay and Conditions
- To keep up to date with current trends and research and to debate as appropriate
- To exemplify consistently good practice in the classroom, including for effective development of SMSC in pupils
- To deliver and be proactive in undertaking personal professional development within and outside of Maun Infants
- To be responsible and accountable for securing the highest standards of pupil achievement across the EYFS
- To lead the foundation stage team in delivery of a creative and stimulating curriculum

- To support staff across the EYFS in ensuring that all children are able to learn to the best of their ability
- To ensure that the requirements of the Foundation Stage, including arrangements for assessment and moderation, are met
- To address any areas of underachievement and inconsistencies within the EYFS, including through the sharing of good practice

Leadership and Management

- To share in and support the leadership of the school and to bring out the potential for leadership in others
- To work in partnership with, and fully support the Head Teacher in, the implementation of school policies and practices, and in the development of the school
- To lead on SMSC development and delivery for the school, ensuring all staff understand their role in implementing
- To challenge and support others in developing professionally, both formally and informally
- To establish good relationships and encourage good working practices, including supporting, challenging and leading staff
- To support the Head Teacher in the performance management of staff
- To act as a mentor to staff and/or students where appropriate and to organise induction
- To help lead the school through external accreditations linked to the EYFS and/or pupils' personal development
- To organise the day to day running of the Foundation Stage including the efficient management of school resources
- To organise and lead parent meetings/workshops, special assemblies, performances, school trips and other events as appropriate
- To work with the Leadership Team to present an accurate and coherent account of the school's performance to a range of audiences, enabling them to play their part effectively
- To be able to stimulate and engage children and colleagues by a positive, proactive and supportive attitude
- To liaise with colleagues in order to support the successful transition of all pupils into the school, between cohorts in the EYFS and from Early Years to Key Stage 1
- To work with EYFS Leaders from other schools/academies to ensure consistency of practice and to keep up with developments within EYFS

Pastoral Care

- 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 safeguard every pupil's health, safety and well-being in line with school policies
- To promote self-discipline, high standards of behaviour and positive attitudes on the part of all children, and implement policies and procedures to foster them
- Ensure that a high standard of care and good order for all children is maintained
- Lead on promoting the social, moral, spiritual and cultural life of the school, including through assemblies, the wider school ethos, policies and practices, and by coordinating extra-curricular activities

Communication and Community Links

- To fully support the life and work of the school

- To promote the positive ethos and culture of the school to other staff, trustees, parents, children and members of the wider community
- To develop and maintain positive and effective professional relationships with colleagues, parents, the local community and trustees
- To ensure that parents are well informed about the Foundation Stage curriculum, attainment and progress, and are able to understand and contribute to targets for improvement
- To ensure that parents are well informed about the work of the school to promote pupils' SMSC development, and given opportunities to make contributions
- To liaise with other 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.

Other Area(s) of Responsibility

To lead the strategic direction and development of the subject area(s) PSHRE and RE, taking such part as may be required in the review, development and management of the subject (with the support, and under the direction, of the Headteacher and Senior Leadership Team).

Including:

- To be responsible for organising and maintaining resources for the specified area of responsibility;
- To advise other members of staff on the resources available and to monitor their use;
- To order resources for a specified area of responsibility;
- To maintain financial records of resources and work within a set budget.

(See separate job description for further detail of subject leader responsibilities.)

Teachers at all levels will be required to safeguard and promote the welfare of children and follow school policies, including the staff Code of Conduct.

Note

This job description is not a contract of employment or any part of it. It is illustrative of the general nature and level of responsibility of the role, and has been prepared for the purpose of school organisation. This is not a comprehensive list of all tasks that the teacher will carry out; the postholder may be required to do other duties commensurate with the salary and job title, as reasonably directed by the Head Teacher. Duties noted above may change either as the contract changes, or as the organisation of the school is changed. No changes will be made without consultation. This document will not be altered once it has been signed but will be reviewed annually.

This post is subject to enhanced DBS clearance.

Postholder's signature:

Date:

Headteacher/line manager's signature:

Date:

Person Specification

Criteria	Qualities
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Specialism in EYFS or have taught in Early Years for at least 3 years • Evidence of continuous CPD and a commitment to further this • Successful experience of leading a curriculum area, including strength, experience or interest in promoting pupils' personal development • Experience of successfully leading others
Skills and knowledge	<ul style="list-style-type: none"> • Secure, up-to-date knowledge of the EYFS curriculum and statutory requirements • Secure knowledge and understanding of how young children learn best, including through play • Ability to interpret and analyse attainment data to identify learning needs and set targets • Ability to recognise high quality EYFS practice and to consistently model this for others • Ability to maintain high standards of behaviour and excellent discipline using positive strategies • Ability to lead other adults as well as work collaboratively as part of a team • Ability to train, support and challenge colleagues when necessary • Effective communication both orally and in written form • Strong ICT skills to support teaching and learning, and within leadership role
Leadership and Management	<p>Evidence of ability to:</p> <ul style="list-style-type: none"> • Manage staff, systems and resources • Initiate and manage change • Plan strategically and prioritise • Direct and coordinate the work of others • Motivate and inspire • Set standards/act as a role model • Resolve conflict
Decision Making	<p>Evidence of ability to:</p> <ul style="list-style-type: none"> • Be creative and solve problems • Analyse and interpret information • Make decisions based on relevant data/information
Communication Skills	<ul style="list-style-type: none"> • Demonstrate excellent inter-personal skills • Communicate effectively, in writing and orally, with a range of audiences • Deal sensitively with others, including parents • Be able to negotiate, consult and influence
Self-Management	<p>Evidence of ability to:</p> <ul style="list-style-type: none"> • Manage time and prioritise • Work under pressure and meet tight deadlines • Work to challenging targets

	<ul style="list-style-type: none">• Take responsibility for own professional development
Personal qualities	<ul style="list-style-type: none">• Adaptability/flexibility• Collegial spirit/team-player• Resilience and robustness• Energy, vigour and perseverance• Enthusiasm, good humour and an appetite for challenge• Self-confidence• Reliability• Commitment (including to health, safety, pupil welfare and confidentiality)• Strong personal presence