



Springwood Heath Primary School
'Success through Caring and Learning'



Early Years Foundation Stage and Key Stage 1 Leader

Job Description

Main purpose

The early years foundation stage leader will support the headteacher in:

- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives
- 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 inclusion lead 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

The early years foundation stage and key stage one leader will also have a timetabled teaching commitment.

They may also be required to undertake any of the duties delegated by the headteacher.

Qualities

The early years foundation stage and key stage one leader will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

Duties and responsibilities

School culture and behaviour

Under the direction of the headteacher, the early years foundation stage and key stage one leader will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism



Springwood Heath Primary School
'Success through Caring and Learning'



- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Teaching, curriculum and assessment

Under the direction of the headteacher the early years foundation stage and key stage one leader will:

- 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

Additional and special educational needs and disabilities (SEND)

Under the direction of the headteacher the early years foundation stage and key stage one leader will:

- Promote a culture and practices that allow all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs, and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

Organisational management and school improvement

Under the direction of the headteacher the early years foundation stage and key stage one leader will:

- Establish and oversee systems, processes and policies so the school can operate effectively and efficiently
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

Staff management and professional development

Under the direction of the headteacher will:

- Performance manage higher level teaching assistants and other support staff as directed by the headteacher, including carrying out appraisals and holding staff to account for their performance
- Manage staff well with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education



Springwood Heath Primary School
'Success through Caring and Learning'



- Seek training and continuing professional development to meet their own needs
- 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

- Provide support with textbooks and library books in the EYFS
- 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

Governance, accountability and working in partnership

Under the direction of the headteacher the early years foundation stage and key stage one leader will:

- Work with the governing board as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Please note that 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 assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.



Springwood Heath Primary School
'Success through Caring and Learning'



Person Specification

CRITERIA	QUALITIES	ESSENTIAL OR DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Professional development in preparation for a leadership role 	<ul style="list-style-type: none"> • E • E • D
Experience	<ul style="list-style-type: none"> • Leadership and management experience in a school • Teaching experience • Involvement in school self-evaluation and development planning • Line management experience • Demonstrable experience of successful line management and staff development • Experience of special educational needs and inclusion 	<ul style="list-style-type: none"> • D • E • E • D • D • E
Skills and knowledge	<ul style="list-style-type: none"> • Understanding of high-quality teaching, and the ability to model this for others and support others to improve • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships 	<ul style="list-style-type: none"> • E • E • E • E
Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position. 	<ul style="list-style-type: none"> • E • E • E • E

Notes:

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

Add any other notes of relevance to the role/this document.