



Job Description

JOB TITLE	EYFS Leader Class Teacher with TLR2a
GRADE	TLR2a
RESPONSIBLE TO	Headteacher
MAIN PURPOSE OF THE JOB	A TLR2a is awarded for the responsibility of Team Leader – EYFS, across the academy and working as part of the Leadership Team to drive forward improvement. A willingness to contribute to wider leadership responsibilities would be appreciated
HOURS & CONDITIONS OF SERVICE:	Teachers terms and conditions

Main Duties and Responsibilities of a Curriculum Leader:

- To work collaboratively as part of the SLT to ensure pupils are given optimum opportunities to achieve their full potential.
- To ensure that the EYFS is effectively led and managed and compliant
- To represent the EYFS phase on the Senior Leadership Team
- To carry out professional duties and to teach across the school as needed
- To promote the aims and objectives of the school and maintain its philosophy of education

All TLR post holders will be expected to work towards achieving an appropriate quality mark for their phase or curriculum area.

Strategic Management:

- Using the aims and objectives of the EYFS curriculum and implement and revise policies in line with best practice
- Monitor and evaluate the impact of policies, practices, etc in the EYFS, identifying developments needed and constantly seeking strategies for improvement; working in partnership with the SLT to achieve them
- Keep up to date with current issues in teaching in learning, school improvement and curriculum development in the EYFS and disseminate amongst staff
- Lead the development of a continuous learning culture - supporting and challenging staff with positive and focused feedback and encouragement
- Work in partnership with the SLT in the cycle of school evaluation and development planning
- Liaise with other EYFS settings and Key Stage 1 colleagues to ensure high quality transitions between phases

Teaching and Learning:

- Demonstrate consistently outstanding teaching skills, managing pupils and maintaining high standards of behaviour across the EYFS, acting as a role model for all staff
- Ensure and monitor high quality teaching and learning in the EYFS, aiming to achieve outstanding pupil outcomes
- Lead the EYFS team in the development and delivery of creative and stimulating EYFS curriculum
- Lead the EYFS team in the development and maintenance of a stimulating teaching environment, both indoors and out, that ensures optimum use of time, space, facilities and resources
- Ensure the EYFS team fulfil the requirements of the EYFS, including arrangements for internal and statutory assessment and moderation
- Ensure that pertinent observation of pupils in EYFS results in accurate assessment, is recorded in the learning journey profiles and that planning for the next steps of learning is shared regularly with parents
- Challenge any unsatisfactory or unprofessional practice immediately and alongside the Headteacher, ensure any concerns are addressed in a timely manner

Staffing:

- Work with the SLT to deploy staff effectively and maximise the use and impact of resources on pupil outcomes
- Assist in creating expectations of responsibility and accountability by monitoring and evaluating practice and giving constructive feedback that develops the effectiveness of staff
- Be responsible for the performance management of staff delegated by the Headteacher
- Identify staff development needs and that appropriate programmes and CPD timetable/Inset days are designed to meet such needs
- Organise team meetings to develop and implement policies, initiatives, discuss samples of work, assessment and record keeping, moderation, etc.

School self-evaluation:

- Establish the process of the setting of targets within the EYFS staff and monitor progress towards their achievement
- Adapt and implement school monitoring procedures, including effective interventions
- Manage the collection of data in the EYFS & report to relevant authorities
- Make use of data analysis; evaluate performance data and formulate strategies to address areas of concern
- Produce reports on performance data as required for internal and external audiences

Communication:

- Develop and maintain positive professional relationships with colleagues, pupils, parents, the local community and the governing body
- Attend and contribute to appropriate middle and senior leadership and governing body meetings
- Develop and maintain links with local advisory and support services and other local EYFS settings
- Keep parents well informed about the EYFS curriculum, attainment and progress and fully engaged as partners in their child's learning
- Prepare and host induction meetings for parents

Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2015)
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Teaching:

- Deliver the curriculum as relevant to the age and ability group that you teach (Nursery or Reception)
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching, pitched appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Carry out careful observation of pupils in EYFS in line with our revised policy which results in accurate assessment, and timely intervention and support for children who are not yet on track. Ensure this information is communicated clearly to all parents.
- Use relevant data to monitor progress, set targets, and plan provision and learning opportunities
- Promote active home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for assessment and moderation as required

Behaviour and Safety:

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and positive relationships. Implement our behaviour policy consistently and appropriately for the age group you are working with.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- 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
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration:

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues if needed

Fulfil wider professional responsibilities:

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration:

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks as required by the Headteacher

Professional development:

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal

Other:

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher