

Bramley Sunnyside Infant School
Early Years Foundation Stage Leader

JOB DESCRIPTION



Job title	Early Years Foundation Stage Leader
Salary Scale	MPS – UPS plus TLR (to be agreed for suitable candidate)
Responsible to	Headteacher

Purpose of Job

1. To carry out the duties of a school teacher as set out in 2016 School Teachers' Pay and Conditions Document.
2. To promote actively the vision and values of the school, creating a strong sense of belonging in accordance with the wishes of the Governors and under the direction of the Headteacher.
3. To support, hold accountable, develop and lead the phase team in order to secure the highest quality teaching, the effective use of resources, and highest standards of learning and achievement for all children in Foundation Stage.
4. To be a member of the School Leadership Team and make a significant contribution to the strategic development and direction of the school.

The EYFS Leader will work in partnership with the School Senior Leadership Team to secure the school's next stage of success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement for all. The main responsibilities for this post are:

- To work with the SLT to accelerate progress for all pupils, particularly in EYFS
- To support, develop and coach teaching and learning across EYFS, so that the school has a consistently good or better teaching model
- To lead and co-ordinate assessment across EYFS, maximising pupil and parental engagement
- To support day to day leadership in school

The EYFS will also have key accountabilities for:

Knowledge and Understanding

- Know what constitutes high quality in EYFS educational provision, the characteristics of effective Early Years settings, and strategies for raising standards and outcomes for EYFS children
- Know how to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership

Strategic Leadership

- Develop a highly effective Early Years team through effective systems
- Maintain an ethos and provide educational vision and direction, which secures exceptional teaching and learning, leading to exceptional outcomes for children in Early Years
- Be able to present a coherent and accurate account of the children's performance and other Early Years self-evaluation evidence in a form appropriate to a range of audiences, including Governors, the Local Authority, the Local Community, Ofsted and others
- Lead by example, provide inspiration and motivation to your teams. Embody for the pupils, staff, governors and parents, the vision, purpose and leadership of learning in EYFS
- Ensure that all teaching staff and non-teaching staff are committed to the school's aims, and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of all EYFS children

Planning and Setting Expectations

- Have high expectations of all pupils and staff
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities
- Be aligned to and embody the vision and values of the school

Assessment and Evaluation in EYFS

- To work with the Leadership team to monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary
- To contribute to the School Evaluation Form
- Work with other lead professionals to ensure the use of comparative data, together with information technology about children's prior attainment, to establish benchmarks and set targets for improvement
- Use this information to form annual action plans to inform and address areas for improvements
- Design, implement and monitor EYFS risk timetables, risk assessments and policies

Relationship with Parents and the Wider Community

To support families with the induction and well-being of their child when they arrive in Early Years

- Ensure that parents are well-informed about their child's attainment and progress
- To develop an effective partnership with parents and help them understand how they can support their child's learning and personal development
- Involve parents in the learning process through workshops and events
- Develop effective relationships with the community; make meaningful connections with our feeder childcare providers and their parents

Managing and Developing Staff

- Have an ambitious and clear vision for an exceptional EYFS provision based on sound research and pedagogy
- Inspire your team by demonstrating passionate, determined leadership qualities
- Ensure that a professional demeanour and attitude is maintained by all staff in your team
- Lead professional development of staff through example, creating strong teamwork
- Support the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate
- Mentor trainee and newly qualified teachers and support the induction of any new staff in EYFS
- Lead Performance Management for staff in the Early Years Team

Managing Resources

Manage, monitor and review the range, quality and quantity of all available resources in order to improve children's achievements, ensure efficiency and secure value for money.

Managing Own Performance and Development

- Participate in arrangements for Appraisal and take responsibility for own professional development
- Prioritise and manage own time effectively
- Work under pressure and to deadlines
- Sustain their own motivation and that of other staff in their phase

Other Duties and Responsibilities

- To ensure the safeguarding of all pupils as DDSL
- Lead on promotion of the setting and admissions with the office and SLT team
- Other duties that the Headteacher may from time to time ask the post holder to perform

Generic Responsibilities (Class Teacher)

1. To be an exceptional teacher of a class within EYFS.
2. To be a committed and active member of the staff team and school community.

3. To share the planning within a specified year group and to prepare and evaluate activities that lead to the effective education of the children in your care, through half-termly, weekly and daily plans.
4. To liaise effectively with appropriate teachers when providing cover for your class, including supply cover for course attendance and PPA/Leadership release time.
5. To maintain effective records of pupil progress of the assigned class, including groups and individual pupils, teacher assessment and any other agreed system.
6. To ensure the good behaviour of all children in the school, supporting whole school procedures, especially those in your care.
7. To be committed to the maintenance of high standards and equality of education throughout the school.
8. To follow the agreed school procedure for the display and presentation of children' work, ensuring that appropriate support staff are briefed fully regarding the presentation of a display should you decide the need for one. To ensure standards and expectations are implemented and maintained across the phase.
9. To meet and inform parents of their children's progress, attitudes, attainment and targets through formal and informal meetings, both before, during and after school.
10. To become a member of a curriculum development team as part of the planned programme of professional development meetings.
11. To promote the vision, aims and values of the school and to contribute to their development.
12. To play a full part in the life of the school, including staff meetings and briefings, INSET, assemblies, liaising with key stakeholders and school policymaking.
13. To participate fully in the school self-evaluation process, including lesson observations and other appropriate evaluative activities (such as work and planning samples, moderation etc).
14. To implement all school policies, promoting equal opportunities for all.
15. To undertake any other particular duty reasonably assigned by the Headteacher from time to time.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee, who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job, which are commensurate with the salary and job title.

Signed:

Date:

Name: