



JOB DESCRIPTION

Leader of Early Learning

Salary and grade: Leadership Scale L7 – L11 in line with the current School Teachers' Pay and Conditions Document

Reporting to: The Head teacher

Supervisory responsibility: EYFS and year 1 teachers and teaching assistants

Main purpose of the job:

- To lead effectively, ensuring that teaching, learning, personal development and wellbeing for all pupils is always of a high standard within EYFS and year 1, making certain that there is equality of opportunity for all.
- To raise standards and ensure outstanding progress and achievement of individuals and groups of pupils in EYFS and year 1.
- To promote outside learning across EYFS and Y1, ensuring that all outside provisions are used to their full capacity, in order to offer children a stimulating and engaging environment that promotes both collaboration and challenging independent learning.
- To be an integral member of the SLT by actively promoting and supporting the shared ethos of the school.
- To provide professional challenge and support to the staff team to ensure great learning, which is consistent over time.
- To inspire staff to achieve the highest possible standards for our pupils across the school.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, staff and external agencies in the best interests of pupils.
- Take a lead responsibility for promoting and safeguarding the welfare of children and young people within the school. This includes undertaking the role of Deputy DSL, as necessary.

Main Duties and Responsibilities

To perform at a higher level of all of the teacher standards as set out in the current School Teachers Pay and Conditions Document. Teachers/Leaders should also have due regard to the Teacher Standards (2012).

Leadership and Management

- Take a leading role in inducting new EYFS/Y1 staff and making sure they uphold expected values and teaching standards.
- Share outstanding EYFS practice, knowledge and expertise throughout the school as appropriate.
- Provide support to staff regarding teaching and learning, resources, and planning in EYFS/Y1.
- Coach and model excellent practice.
- If applicable, undertake the role of ECT Mentor, AO route mentor or Teacher Apprentice mentor.

- Monitor teaching and learning to assess how well the two curriculums are being implemented and how well they are delivered.
- Ensure that colleagues working with you are appropriately involved in supporting learning, and understand the roles they are expected to fulfil.
- Provide feedback to staff based on observations to identify training needs and provide continuing professional development (CPD), including the delivery of high quality training.
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises.
- To make effective use of data in order to raise standards and identify areas for development.
- Consult pupils, parents and staff about the EYFS/Y1 and their effectiveness, and assess the feedback against the school's vision, values and aims.
- Work with the special educational needs coordinator (SENCO) and inclusion lead to ensure the curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities.
- Facilitate rapid identification of pupils with additional needs to ensure support is actioned promptly.
- Work with subject leaders to understand how the foundation of their subject is laid down within EYFS.
- Liaise with the local authority on EYFS and Y1 related projects and activities, including attendance at network meetings.
- Alongside SLT, continue to promote high expectations for behavior in line with school policies and values.
- Write, review, amend and be responsible for monitoring the implementation of policies (linked to areas of responsibility) in line with school, local and national directives.
- To contribute to the development of the school by working as part of a team on writing, reviewing, amending and monitoring the SIP, SEF and other associated documents.
- Plan, organise and chair relevant meetings and training in relation to your role, ensuring that minutes of all meetings are taken, with an electronic copy kept in the relevant SLT folder.
- As part of the SLT, undertake staff appraisals for allocated staff.
- Manage, monitor and accurately account for a budget aimed at meeting priorities within the Lead of Early Learning role.
- Make a positive contribution to the wider life and ethos of the school by attending school events outside of normal school hours.
- Governing Board – prepare all necessary reports and relevant statistical additions to the HT reports in relation to the responsibilities as laid out in this role. When necessary, attend committees/FGBs to present reports in regard to areas of responsibilities.
- Monitor staff wellbeing, working with other senior leaders to address wellbeing challenges as appropriate.
- Champion the school both within the local community and beyond.

Efficient and Effective Deployment of Resources

- Create a safe, welcoming environment, both inside and outside.
- Ensure that both the inside and outside provision are of a high quality and used effectively to enhance the educational experience of all pupils.
- Ensure resources used are diverse, inclusive and accessible.
- Provide support with classroom and shared area displays across the school to ensure they are stimulating, interactive, of high quality, inspire curiosity in pupils and reflect exemplary EYFS and KS1 practice.

- Model and support the delivery of an engaging continuous provision in the EYFS and Y1, which enables children to grow by having ownership and responsibility for their own learning.
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs

Class Teacher Responsibilities

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- 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 and adapt teaching 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; greater depth and EAL; 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.
- When teaching early reading, demonstrate a clear understanding of appropriate teaching strategies that align with the programmes in the school.
- 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.
- Plan, alongside the team, to deliver creative, inspiring and ambitious learning opportunities based on the school curriculum.

Behaviour and Safety

- Establish a safe, purposeful and stimulating learning environment for pupils, rooted in mutual respect and establish a framework for behaviour, with a range of strategies, using praise, sanctions and rewards consistently and fairly, in line with the school behaviour policy.
- Manage year groups effectively, to ensure approaches used 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 from all members of the school community.
- Have very high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.
- Receive appropriate paediatric first aid training.

Deputy Designated Safeguarding Lead (DDSL)

- The Deputy Designated Safeguarding Lead (DDSL) will, when necessary, deputise for the DSL and where needed assist the Designated Safeguarding Lead in their role.
- This may include:
 - Taking part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

- Advising and supporting other members of staff on child welfare and child protection matters, including the implementation of school practices.
- Liaising with relevant agencies such as the local authority and police.
- Supporting the DSL in referring cases of suspected abuse to the local authority children's social care.
- Using CPOMS to keep detailed, accurate and secure written records of concerns and referrals.
- Supporting the DSL in ensuring staff can access and understand the school's child protection and safeguarding policy and procedures (especially new, part time staff and agency staff).
- Supporting the DSL in ensuring the school's child protection policies are known, understood and used appropriately.
- Safeguarding Training:
 - Undergo training to develop and maintain the knowledge and skills required to carry out the role.
 - Refresh knowledge and skills at least annually so to remain up to date with any developments relevant to the role.
 - Understand the assessment process for providing early help and intervention.
 - Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
 - Undertake Refresher DSL training every 2 years as currently required.

Professional Development

- Keep fully informed and up to date with educational theory and practice, as well as school and LA policies, paying particular regard to the EYFS and National curriculum, alongside local and national priorities, both by individual research and by attendance at courses, workshops, conference and meetings.
- Be up to date with OFSTED framework requirements.
- Be aware of own professional development needs and source/access relevant training accordingly.

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 Leader of Early Learning will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Head teacher.

The Danegrove School community is built on respect, and all staff are expected to be considerate, courteous and empathetic to pupils, colleagues, parents and visitors alike by demonstrating the values that underpin the school ethos.



Person Specification Leader of Early Learning

Key: E = Essential, D = Desirable

	E	D
Qualifications & Training		
A 'good' class degree award	X	
Qualified Teacher Status	X	
Recent professional development and training in aspects of school leadership and management (in the last 2 to 3 years).		X
Recognised qualification in educational leadership and management.		X
Experience of Teaching, School Improvement and Professional Qualities		
Evidence of being a good/outstanding teacher	X	
A proven track record of excellent EYFS practice, with leadership experience.	X	
To have a thorough up-to-date knowledge of the primary curriculum including the EYFS framework and its effective implementation.	X	
Evidence of raising academic standards across the school as well as strong pastoral support for all pupils.	X	
Experience of leading teams and supporting teaching and learning by being a role model for the implementation of the Teachers' Standards (DfE).	X	
Evidence of successful whole school curriculum development that resulted in better outcomes for all pupils.		X
Experience of planning and delivering high quality school-based training for teachers and support staff members.	X	
A clear understanding of what constitutes good learning and experience of providing clear and difficult messages to colleagues in a professional manner.	X	
A strong understanding and experience of effective engagement with all parents.	X	
Ability to motivate and inspire others with passion and enthusiasm to work collaboratively and be driven by the school ethos.		X
A strong track record of school improvement as a school leader, and experience of supporting a teacher with the implementation of a support plan.		X
Leadership and Personal Qualities		
A commitment to being an integral member of the SLT by actively promoting and supporting the shared ethos.	X	
Demonstrate good decision making skills with an ability to identify and implement solutions to problems.	X	
Committed to the safeguarding and well-being of all pupils and staff members.	X	
Knowledge and understanding of data analysis and the ability to use data to both identify gaps in learning and to set challenging targets.		X
Ability to prioritise, plan and manage time effectively, demonstrating excellent organisational skills.	X	
A clear understanding of leadership commitment and professional integrity.	X	
Ability to lead by example in all situations, particularly during challenging times.		X
Excellent communication (verbally and written) and interpersonal skills.	X	
Belief in creating a learning environment that promotes positive mental health and wellbeing for all pupils.	X	

An excellent understanding and application of appropriate strategies for managing pupils' behaviours.	X	
Proven ability to work with outside agencies and the wider community.	X	
Understanding of child protection procedures and safeguarding children.	X	
Training and practice in Ruth Miskin's 'Read Write Inc'		X
Personal Qualities		
High expectations of self, demonstrating reliability, professionalism and integrity.	X	
Dependable, honest, trustworthy, and ability to uphold confidentiality.	X	
Ability to work as both part of a team and independently.	X	
Ability to maintain successful working relationships with other colleagues.	X	
To be a positive role model for the school community.	X	
To be able to maintain a good work life balance.		X