



## **Job Description and Person Specification**

**Job title:** Early Years Room Leader

**Salary:** Bucks Pay range 1 £23,996 - £24,950 FTE (Actual salary £17,435 - £18,128) Plus an additional honorarium payment of £2,000 per annum for the role of Room Leader

**Contract type:** Permanent

**Reporting to:** EYFS Leaders, EYFS AHT, Deputy Head teacher and Head Teacher

**Responsible for:** Early Years Practitioners

### **Job purpose;**

- To work as part of a team under the direction of the Head Teacher / Deputy head teacher / Assistant Head Teacher and EYFS Leaders
- To provide a secure, happy, caring and safe environment in which the emotional, physical, social, intellectual and spiritual needs of the children are met
- To lead your room, taking responsibility for other practitioners as well as the overall effectiveness of the provision within your room.

### **Duties and Responsibilities**

#### **1. Duties**

- To be responsible for the day to day running of the room
- To deploy staff and resources effectively, maintaining ratios in your room whilst supporting other rooms
- To lead the team under the direction of the Pre-school leader and the Extended Leadership Team
- To provide a secure, happy, caring and safe environment in which the emotional, physical, social, intellectual and spiritual needs of the children are met

#### **2. Responsibilities**

In consultation with the Pre-school Leader and the Extended Leadership Team, to act as a leader by:

- Leading by example and be an outstanding role model both as practitioner and a Leader
- Be committed to raising the quality of teaching, learning and assessment across the setting by working alongside colleagues
- To monitor and evaluate the quality of education in the room and plan to improve priorities
- To be responsible for the day to day management of behaviour within the setting
- Building effective relationships with families and dealing with day to day issues as they arise
- To uphold policies and equal opportunities
- Keeping abreast of current good practice for the setting and encouraging all staff in their professional development
- Ensuring that effective planning delivers an ambitious and challenging curriculum, reflecting the requirements of the Early Years Foundation stage statutory framework and provides for equal opportunities
- Flagging up any SEND needs to the pre-school leader/SENDco
- Adopt the whole school and setting's ethos, targets, policies, codes of practice, code of conduct and action plans; ensuring statutory requirements are understood (in accordance with your role)

- Know, understand and be able to identify, in the context of observations and their own practice, the characteristics of good and outstanding provision
- Keep abreast of the Early Years Foundation Stage Curriculum, Development Matters and initiatives that are relevant to early years practice

In consultation with the Pre-school Leader and Deputy Headteacher, to act as a practitioner by:

- Planning for each and every child in Pre-school to ensure they are challenged, supported and given equal opportunity to realise their potential through innovative planning and provision, which facilitates an appropriate range of adult-focused, adult-initiated and child-initiated activities.
- Follow the schools/settings policies and procedures related to planning and setting expectations consistently
- Ensure that any Special Support Plans, EHCPs and personalised strategies are followed, in collaboration with children, families members, the settings SENCO and outside agencies
- Contribute to stimulating, interactive, child-centred indoor and outdoor environments that enrich and enhance provision and enable independence
- Ensure interactions, including sustained shared thinking and adult initiated play meets the needs and interests of the children in their care, in order to facilitate outstanding and relevant characteristics of effective learning in order to be life-long learners
- Be responsible for high standards of behaviour in the setting, demonstrating consistent, effective and appropriate behaviour management strategies in the line with agreed policies
- Participate in any meetings at the school which relate to the setting, support best practice and continuous professional development
- Undertake evidence-based systems for assessment, including children's baseline assessments, termly summative assessment and on-going assessment using the EYFS and learning journeys, ensuring an understanding of pupils' next steps
- To stay informed regarding child development

### **3. Other Responsibilities**

In addition to undertake such duties including admin tasks as may be reasonably directed by the Preschool Leader or the Extended Leadership Team.

### **Key Organisational Objectives**

The post holder will contribute to our whole school objectives by:

- Adhering to Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- Operating within the school's Equal Opportunities framework
- Committing and contributing to improving outcomes for pupils
- Contributing to the maintenance of our whole school ethos and a caring and stimulating environment for pupils
- Ensuring the requirements of the Early Years Foundation Stage Statutory Framework are met
- Commitment to Safeguarding children, responsibilities for Child Protection and a commitment to equal opportunities

### **Conditions of Service**

Governed by the National Agreement on Pay and Conditions of service, Supplemented by local conditions as agreed by the governors.

### **Equal Opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with Buckinghamshire County Council's Equal Opportunities Policies.

### Personal Specification

| Aspect                                          | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Desirable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge and Experience</b>                 | <ul style="list-style-type: none"> <li>Knowledge, understanding and experience of the EYFS curriculum and the; Statutory Framework for the Early Years Foundation Stage</li> <li>Development Matters in the Early Years Foundation Stage (EYFS)</li> <li>Sound understanding of child development and children's needs</li> <li>Understanding of how pre-school children learn and how their individual needs can be assessed and met through child-centred provision</li> <li>Experience of supporting children who have SEN and their families, including undertaking appropriate support and intervention</li> <li>Relevant and recent professional development and/or experience of childcare and education</li> <li>Commitment to Safeguarding children, responsibilities for Child Protection and a commitment to equal opportunities</li> </ul> | <ul style="list-style-type: none"> <li>Knowledge of Every Child Matters, SEN Code of Practice and other relevant legislation and initiatives</li> <li>Knowledge and understanding of the UNCRC and the articles</li> <li>An understanding of the new Ofsted framework</li> <li>Experience of assessment and child-centred provision</li> <li>Experience of Emotional, Social, and Health SEN needs</li> <li>Experience of leading a team</li> <li>Experience of working with parents as partners, liaising with outside agencies</li> </ul> |
| <b>Qualifications</b>                           | <ul style="list-style-type: none"> <li>Full and relevant Level 3 (or above) qualification in early years care and education.</li> <li>Willingness to undertake First Aid training</li> <li>Willingness to be DBS-checked</li> <li>Willingness to undertake child protection and safer recruitment training</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Experience as a room leader</li> <li>Qualified in First Aid / Paediatric First Aid</li> <li>Holds a current BCC DBS-check</li> </ul>                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Skills, Abilities and Personal Qualities</b> | <ul style="list-style-type: none"> <li>A sound EYFS philosophy that values inclusion and the whole child</li> <li>Effective communicator to children, staff, parents and carers, governors and any other stakeholders.</li> <li><i>Candidates should have the ability to converse at ease with our families, professionals and each other in accurate spoken English</i></li> <li>Good interpersonal skills</li> <li>An effective team member</li> <li>Good IT skills</li> <li>Ability to remain calm and work under pressure</li> <li>The ability to lead a team</li> </ul>                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Ability to stand back from situations; appreciate wider implications and see issues from a whole setting perspective</li> <li>Experience of Tapestry</li> </ul>                                                                                                                                                                                                                                                                                                                                      |

#### Notes:

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