



Job Description

Staploe Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

Job Title:	Pre-School Leader
Reports to:	Assistant Headteacher
Location:	The Shade Primary School
Salary:	Level 3, Scale 6
Hours of work:	37.5 hours per week, Monday – Friday, 8.00am – 4.00pm with a 30-minute unpaid break, term time plus 5 days

Purpose of the Job

- To guide the team of staff in delivering a high-quality Early Years Foundation Stage curriculum in a safe and purposeful learning environment. To contribute to raising standards of achievement for all pupils
- To line manage the Pre-School Early Years team

Main duties and responsibilities:

- The post holder will be required to demonstrate a continual positive commitment to the Trust's policies including those relating to safeguarding children, health & safety, and equal opportunities. You will be committed to safeguarding and promoting the welfare of young people, a responsibility we expect all our staff to share

Pre-School Leader

- Promote the Pre-School within the local community
- Carry out supervision meetings of the Early Years Practitioners
- To use MS Teams to work collaboratively on School office registers, pupil forecasts, funding applications
- Organise staffing rotas and cover as needed
- Contribute to the development of less experienced practitioners
- Meet with the Headteacher to discuss pupil progress on a termly basis
- Identify and take responsibility for Early Years Priorities within the School Improvement plan
- Support the development and organisation of Pre-School Wrap Around care including staffing and registers for breakfast club and after school club



Support for Curriculum and Children

- Promote teaching and learning to ensure children's 'school readiness' and give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life
- To provide safe, stimulating play; to meet the social, linguistic, creative, physical, imaginative and emotional needs of each pupil
- Take responsibility for planning careful interactions; ensuring children learn through play, by adults modelling, through guided learning and direct teaching
- Promote strong, co-operative and respectful partnerships with parents and carers through keyworker roles

Support for the Teaching & Learning in the Early Years Classroom

- To ensure the implementation of the statutory Early Years Foundation Stage Curriculum, including a knowledge of non-statutory guidance, Birth to Five & Development Matters
- Develop an ambitious, carefully sequenced curriculum that helps children to build their learning over time
- To ensure a well-planned environment, indoors and outside that is inviting, reflects the diversity of the class and supports quality first teaching
- Promote respect for ethnic and language diversity; including supporting parents & children to use their first language at home and in Pre-School where the first language is not English
- To ensure the provision of a high-quality environment to meet the needs of individual children from differing cultures, religious backgrounds and stages of development
- Organise an enabling environment for high quality play with stimulating displays to celebrate and promote learning
- Responsible for positive behaviour management in line with the therapeutic steps approach
- Contribute to the pupils' Early Years learning journey, regularly evaluating the pupils' development and recording observations or comments, including photographs
- Ensure accurate assessment guides professional judgement and contributes to high quality EY education, including contributions made by children, parents and other settings and professionals
- Ensure progression of pupils is monitored on a half-termly basis and effective strategies in place to support children

Supporting Needs of children with SEND

- Encourage and promote inclusion in the Pre-School, ensuring all pupils feel involved with tasks and activities



- With the support of the SENDCo, quickly identify the needs of children that have barriers to learning and require additional support, setting targets, planning intervention and activities and reviewing the provision through the Assess, plan, do review process to ensure children can progress well
- Provide specialist learning support following the advice of other professionals to children with SEND
- Liaise with Early Help and specialist services to support the needs of pupils. These may include educational psychologists, speech therapists, by agreement with the Early Years SENDCo
- Apply for SENIF funding to support the needs of the child where necessary and with the support of the SENDCo

Support for the school

- Develop and maintain effective working relationships with staff and parents or carers
- Contribute to the maintenance of a safe, happy and healthy environment
- Attend and actively participate in Early Years meetings and school events
- Act as a mentor for less experienced practitioners and students on best practice
- Make suggestions for school events and take a leading role in organising them as agreed; attend all school activities as required by the Headteacher (e.g. training, meetings, parents' evenings, duties, open days)
- To carry out duties and responsibilities in accordance with Trust policies and procedures
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- To undertake any other duties which may be reasonably required and are commensurate with the grade of the post. This job description is not necessarily a comprehensive definition of the post