

**St Mary and St Michael Catholic Primary School**

Job Description: Early Years Foundation Stage (EYFS) Leader

St Mary and St Michael Catholic Primary School is committed to creating a diverse workforce. We’ll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

# Job details

**Salary:** TLR 2B

**Hours:** Full time

**Contract type:** Permanent

**Reporting to:** Headteacher, Deputy Headteacher, Assistant Headteachers

**Responsible for**: Teachers and Support Staff in the EYFS

# Catholic purpose and identity of the school

* The EYFS leader must understand the nature and purpose of Catholic education and know that their first responsibility is to support the SLT to establish and sustain the catholic identity of the school and safeguard the teachings of the Church.
* They must ensure that the Catholic identity is reflected in every aspect of the life of the school. In particular in the curriculum, the day to day organisation of the EYFS, staff development, community and other schools, the LA and other agencies.

# Main purpose

In addition to:

* Fulfilling the professional responsibilities of a teacher, as set out in the [School Teachers’ Pay and Conditions document](https://www.gov.uk/government/publications/school-teachers-pay-and-conditions)
* Meeting the expectations set out in the [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards)

**The EYFS leader, under the direction of the headteacher, will take lead responsibility of the EYFS to secure:**

* Support, promote and uphold the Catholic Ethos and values of the school
* High-quality teaching and demonstrate the very best teaching practice and classroom management consistently
* High quality learning for all children within a secure, happy and caring environment
* A consistent strive for excellence by looking beyond school for research ideas and be forward thinking in terms of new educational developments that could impact upon the setting
* Effective use of resources
* Improved standards of learning and achievement for all
* The vision, culture and ethos of the school is promoted

# Duties and responsibilities

Strategic direction

* Develop and implement policies for the EYFS in line with our school’s commitment to high-quality teaching and learning
* Have a good understanding of how well the EYFS is being delivered and the impact on pupil achievement
* Use this understanding to feed into the school development plan and produce an action plan for the EYFS
* Promote pupils’ spiritual, moral, social, cultural, physical and mental development alongside British values
* Work with the special educational needs coordinator (SENCO) to ensure the curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities
* Work with subject leaders to understand how their subject is developed at the EYFS
* Liaise with the London Borough of Tower Hamlets (LA) on EYFS-related projects and activities
* Share outstanding EYFS practice, knowledge and expertise throughout the school as appropriate

Leading the curriculum

* Develop and review regularly the vision, aims and purpose for EYFS
* Monitor changes to EYFS teaching, learning and school improvement, and share with staff as appropriate
* Oversee the planning of a curriculum that:
  + - Is diverse and inclusive
    - Meets the needs of all pupils and the requirements of the EYFS framework
    - Is well sequenced to promote pupil progress towards the early learning goals (ELGs)
    - Is effectively and consistently implemented across the EYFS
* Make sure there is an effective system of assessment that meets the requirements of the EYFS framework and tracks the progress of pupils to check the curriculum has a positive impact on learning
* Have an overarching responsibility for pupils’ achievement and standards in the EYFS

Leading and managing staff

* Hold regular team meetings on the EYFS to keep staff informed of developments or changes
* To prepare agendas and ensure minutes are taken at phase group meetings
* Provide support to staff regarding teaching and learning, resources, and planning in the EYFS
* Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the EYFS is being implemented and how well it is delivered across the school
* Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the EYFS
* Coach and model team teaching
* Support staff to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
* Monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate
* Support staff in meeting assessment requirements and deadlines, and being a role model for staff in that processes
* To manage the day-to-day responsibilities of the support staff in the EYFS, under the direction of the SLT team
* To monitor and support the improvement of teaching in EYFS by challenging aspects of practice that need development or does not meet school policy, and by then coordinating or leading support and development opportunities.

Efficient and effective deployment of resources

* Create a safe, welcoming environment and take care of the classroom accommodation
* Audit the indoor and outdoor learning spaces in the EYFS to evaluate the quality of the overall learning environment
* Ensure resources used are diverse, inclusive and accessible
* Provide support with classroom displays for the EYFS across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
* Support continuous provision in the EYFS, which allows pupils to play independently and gives them a sense of ownership over their environment
* Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
* Manage the EYFS budget effectively to ensure it is spent on resources that add value and enhance the learning experience
* Prepare appropriate resources for remote learning to ensure the EYFS can be delivered at home

# Other areas of responsibility

* To be aware of the pastoral and well-being needs of staff, pupils and parents within the team, and advise senior leaders of any concerns
* To induct, support and monitor new staff within EYFS
* To meet with parents of pupils in the phase to discuss and advise them on issues related to their child’s behaviour
* To manage behavior effectively, following school policy by acting as a contact point for pupils and parents of the phase, and advising senior leaders of any ongoing issues or concerns
* To liaise with the SLT on the organisation of events within the phase
* To ensure transition into KS1 is smooth, liaising with Y1 teachers ensuring that the children are prepared for KS1 expectations

Please note, 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 EYFS leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.

**Appointment to this post is subject to a satisfactory enhanced DBS check. This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions which would be regarded as spent for other purposes**

# Person specification

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| criteria | qualities | Assessed by   1. apllication   I - Interview | Essential (E)  Desirable (D) | Evidence |
| **Qualifications  and training** | * Degree * Qualified teacher status (QTS) * Teaching Experience of at least 3 years * Evidence of recent additional educational qualifications (e.g. NPQML) | A  A  A  A | E  E  E  D | Relevant certificates  References from headteachers and other education professionals |
| **Safeguarding, Safer recruitment and selection** | In addition to the candidates’ ability to perform the duties of the post, the recruitment process will also explore issues relating to safeguarding and promoting the welfare of children including:   * Motivation to work with children and young people * Ability to form and maintain appropriate relationships and personal boundaries with children and young people * Emotional resilience in working with challenging behaviours; and attitude to use of authority and maintaining discipline * Able to demonstrate commitment to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment | A, I  A, I  A, I  A, I | E  E  E  E | Enhanced DBS  References |
| **Catholic Purpose and Identity of the school** | * Be able to articulate the distinctive nature and purpose of Catholic education and be committed to developing the Catholic ethos of the school * Be aware of the requirements of the RE Curriculum Directory and Inspection Framework * Has experience in leading Acts of Worship | A, I  I  I | E  E  E |  |
| **Experience** | * Successful experience of middle leadership * Teaching experience * Experience of effective involvement with parents and governors * Experience in contributing to and developing whole school initiatives | A, I  A, I  A, I  A, I | E  E  E  E |  |
| **Skills and knowledge** | * Expert knowledge of the EYFS statutory framework and understanding of the key characteristics of and effective learning environment within the EYFS * Ability to inspire, lead and motivate children and staff, being an exemplary practitioner who leads by example with high standards of all and working in strategic partnership with all stakeholders lead and raise the quality of learning and teaching * Knowledge of statutory requirements for the end of Early Years and have experience of working with these * Understanding the importance of target setting in raising standards and holding other to account * Ability to build effective working relationships with staff and other stakeholders * Ability to adapt teaching to meet pupils’ needs * Ability to build effective working relationships with pupils * Knowledge of guidance and requirements around safeguarding children * Good orgainisational and time-management skills * Effective communication and interpersonal skills * Ability to communicate a vision and inspire others | A, I  I  I  I  A, I  I  A, I  I  A, I  I  I | E  E  E  E  E  E  E  E  E  E  E |  |
| **Personal qualities** | * Commitment to getting the best outcomes for all pupils * Uphold and promote the ethos and values of the school * Ability to work under pressure and prioritise effectively * Maintain confidentiality at all times * Demonstrate a positive and professional attitude at all times * A caring attitude, enthusiasm and good sense of humour * Commitment to personal and professional development * Excellent interpersonal skills * Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children * Commitment to safeguarding, equality, diversity and inclusion | I  A, I  A, I  I  I  I  A, I  I  I  A, I | E  E  E  E  E  E  E  E  E  E |  |