

**Sheffield City Council**  
**EYFS Leader – Job Description**

**SCHOOL:** Dore Primary School School  
**TITLE OF POST:** Teacher + TLR 2A EYFS Leader  
**SALARY SCALE:** Main scale/upper threshold

**RESPONSIBLE TO:** The Headteacher of the school

**RESPONSIBLE FOR:** Teaching and support staff of Early Years and its children and young people.

**ACCOUNTABILITIES:** To be met in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document and the professional standards for teachers.

**JOB PURPOSE**

1. To lead the strategic implementation of the EYFS framework across our Pre-School and Foundation Stage 2.
2. To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence
3. To take a lead role in whole school development, working closely with the senior leadership team and other leading practitioners in developing, implementing and evaluating policies and practice that lead to school improvement
4. To undertake research into best practice in other schools
5. To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
6. To develop high quality teaching materials
7. To be ready to strategically drive our EYFS forward with an expertise in outdoor learning environments and an interest in the Forest School ethos.
8. To use local and National statistical data and other information, in order to provide, a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis for improving teaching and learning
9. To support underperforming teachers to enable them to improve their practice

## **Specific duties/responsibilities:**

### **Strategic Direction and Development**

1. Take a lead role, working closely with other leading practitioners in determining and developing policies, procedures and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning and whole school improvement
2. Analyse national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Headteacher and Senior Leadership Team on progress and plans.
3. Use local and national data and other information in order to provide: a comparative baseline for evaluating learners' progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning
4. Know how to and take a lead role to improve the effectiveness of assessment practice in EYFS, analysing statistical information to evaluate the effectiveness of teaching and learning.
5. Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues

### **Teaching and Learning**

1. Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, learner interviews and written reports to the Headteacher and Senior Leadership Team as necessary.
2. The middle leader will teach approximately 80% of a standard teaching timetable across EYFS.
3. Model the ethos and expertise of Forest School Practices as part of your teaching pedagogy.

### **Leading, Motivating & Developing**

1. Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons.
2. Carry out subject/quality assurance activities e.g. classroom observations.
3. Contribute to the professional development of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction)
4. Disseminate materials and advise on practice, research and CPD provision
5. Make well founded appraisals of situations upon which they are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes.