



EYFS LEADER AND CLASS TEACHER JOB DESCRIPTION

In addition to classroom responsibilities, the EYFS leader's overriding responsibility will focus on raising the standards of learning and teaching in the Early Years Foundation Stage. The leader will be a member of the school's leadership team and take part in the decision making and effective running of the school. The leader must be an excellent classroom practitioner with a minimum of three years teaching experience in the Early Years Foundation stage. The post holder may be required to work outside normal school hours on occasion with due notice (e.g. to attend Governors' meetings or PTA events)

Relationships/Line Management

Responsible to:

- Head Teacher
- Governors

Important internal relationships:

- Pupils and parents
- All members of staff
- The Governing Body
- The Parent, Family and Teacher Association
- Trainee teachers and volunteers

Important external relationships:

- Local Authority staff
- Link Inspector
- Teachers and leaders in other schools
- Visiting professionals
- Extended Schools' links

Main Purpose of the Post

- To work with the Headteacher and Governing Body in providing strategic leadership and vision which promotes the achievement and well-being of the children and the continuing professional development of staff;
- To provide strategic leadership for the staff team in ensuring quality and consistency of teaching, learning across EYFS;
- To lead, manage and develop the curriculum delivered to all pupils in the Early Years Foundation Stage;
- To work effectively with the Headteacher, Governing Body and staff in evaluating practice, developing a positive school ethos, providing a stimulating curriculum and producing clear policies and procedures;
- To be accountable for standards of pupil achievement, their rate of progress and for key objectives within the School Improvement Plan;
- To be the first point of contact for team members carrying out associated duties that are reasonably assigned by the Headteacher;
- To represent relevant teams within the Senior Leadership team and work effectively with all leaders in providing our children with a broad and stimulating learning experience as they progress through the school;

- To undertake the professional duties of an Assistant Headteacher as set out in the School Teachers' Pay and Conditions document.

Assessment

- To support Assessment ensuring that all groups of pupils' needs are met;
- To have a thorough knowledge and understanding of the EYFS Curriculum and Assessment;
- To monitor progress towards the achievement of pupil targets and participate in the analysis of pupil attainment data, to ensure effective and accelerated pupil progress across EYFS;
- To keep apprised of local and national developments relating to teaching and learning and be able to disseminate information as appropriate;
- To keep accurate records in accordance with the school policies;

Teaching and Learning

- To carry out all the duties of a teacher as set out in the School Teachers' Pay and Conditions document and be a role model for outstanding teaching and learning;
- To lead on teaching and learning across EYFS and promote excellence and innovation, including curriculum development;
- To be an exemplary teacher modelling and supporting outstanding practice across the school;
- To set an example in leading planning meetings, ensuring plans are appropriate to the needs and abilities of the pupils in each class, including those with additional needs (e.g. pupils with special educational needs, EAL, Pupil Premium and those on the Gifted and Talented register);
- To ensure that formative and summative assessments of pupils' progress and performance take place in accordance with school policy and that outcomes are used to inform planning and/or target setting;
- To provide support and training for colleagues, including organising and quality assuring the implementation, delivery and accuracy of teaching and learning;
- To ensure that target setting, the analysis of targets and their review is carried out with all staff;
- To ensure that curriculum development is in line with national initiatives and school priorities;
- To keep abreast of any new developments in the teaching and assessment of children and disseminate information and initiatives to staff;
- Report to Governors on teaching and learning of all pupils in EYFS.

Communication

- To build positive relationships with children and families in order to support effective learning and accelerate progress;
- To develop strong, positive relationships with school colleagues and contribute to collaborative working across the school and sharing of best practice;
- To build constructive relationships with parents/carers and other members of the community, to support the local reputation of the school;

- To liaise with other schools and external agencies to ensure transfer of essential information and to access appropriate and timely support/intervention;
- To provide information for parents/carers and Governors so that they have knowledge and understanding of matters relating to Teaching and Learning, school activities, policies and procedures;
- To contribute fully and effectively to Governing Body and Senior Leadership Team meetings;
- To ensure all staff are kept informed of important issues relating to the smooth running of the school.

School Improvement and Leadership

- To be responsible for undertaking monitoring activities at regular intervals (e.g. talking to pupils, undertaking work scrutiny, lesson observations and moderation) and feeding back to staff and/or the leadership team with written reviews/evaluations when required;
- To develop, alongside other members of the SLT, that part of the School Improvement Plan that relates to Teaching and Learning;
- Keep School Improvement Plan objectives and actions under review and report to the Senior Leadership Team and Governing Body on the evaluation and impact of the plan;
- To work with the Headteacher and other school leaders to ensure that staff are deployed effectively across EYFS in order to raise standards;
- To participate fully in the school's self evaluation process and production of relevant documentation;
- To carry out such duties as required to ensure the effective operation of the school, including timetabling, cover and PPA arrangements, producing class lists, induction of new pupils and promoting school achievements (website, newsletter etc.).

Continuing Professional Development

- As a lead professional, to regularly review own practice, set personal targets and take responsibility for own continuous professional development;
- To establish links with leaders in other schools to support own CPD, share good practice and inform school policies and procedures;
- To engage actively and constructively in the appraisal process both as a reviewer and reviewee;
- To work with individual staff in identifying targets for improving performance and developing a plan to address them;
- To coordinate CPD for all staff to support the achievement of targets for development and promote the need for staff to be active in their own continuous professional development;
- To identify staff within the team and in school networks who can model outstanding teaching and learning and coach/mentor colleagues;
- To work with mentors in ensuring that support is in place for Newly Qualified Teachers, trainee teachers etc. providing coaching, mentoring and modelling as required;
- To take an active role in the induction of new staff.

Pastoral Support

- To be a member of safeguarding team for Child Protection;
- To liaise with a wide range of external agencies in promoting child and family wellbeing;
- To provide advice and support to parents and promote a close partnership between home and school;
- To ensure effective systems are in place and implemented to support the physical, personal, social and emotional needs of our children;
- To address any concerns with sensitivity and diplomacy, keeping Headteacher, Deputy Head, phase leaders and other staff informed as appropriate

Management of Resources

- To identify future resourcing needs and aspirations for consideration in the budget planning process;
- To order and allocate resources, ensuring the need for achieving value for money and managing budgets and resources effectively.

Additional Responsibilities

- To play a full part in the life of the school community, to support its vision, aims and ethos and to encourage other staff and pupils to follow this example;
- To lead in developing community links, including active support of the PTA;
- To contribute to and support the school's programme of extra curricular activities;
- To work within the school's health and safety policy to ensure a safe working environment for staff, children and visitors, completing risk assessments where necessary;
- To work within the school's Equality Policy to promote equality of opportunity for all children and staff;
- To lead in setting a high professional standard of attendance, punctuality, appearance, conduct and positive relations with pupils, parents and colleagues;
- To undertake other reasonable duties related to the post.

Safeguarding

- To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to this role within the organisation;
- To be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to this role;
- To ensure that the SLT are made aware and kept fully informed of concerns which you may have in relation to safeguarding and/or child protection;
- To ensure effective systems are in place and implemented to support the safety and welfare of all pupils;
- To lead by example in implementing the school's safeguarding policy and support the interventions in place for key children as required.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level not specified in this job description.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed

This job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed: _____ Date: _____



EYFS LEADER AND CLASS TEACHER

PERSON SPECIFICATION

Experience	
Qualified Teacher status	Essential
Proven experience of outstanding classroom practice and of leading Teaching and Learning	Essential
Experience of successfully leading others	Essential
Experience of monitoring standards of teaching and learning	Essential
Experience of developing effective links with parents, the local community, school governors and external agencies	Essential
Experience of managing a budget and resources	Essential

Skills	
An outstanding teacher who inspires children to learn and can share skills with colleagues to ensure high standards of teaching and learning	Essential
Evidence of use of assessment strategies, including Assessment for Learning, tracking of attainment and analysis of data across the school.	Essential
A creative thinker who can demonstrate that they are able to evaluate and revise planning to ensure they provide high levels of motivation and challenge for all pupils.	Essential
Excellent communication skills (both verbal and written) with the ability to form and maintain excellent relationships with children, colleagues, parents/carers, Governors and other professionals	Essential
Ability to lead a team in order to ensure that all targets in planning, assessment and monitoring are met	Essential
Ability to prioritise own work, manage a varied workload and delegate appropriately	Essential
IT literate with an understanding of the role of ICT across all aspects of the work of the school	Essential
Ability to demonstrate adaptability and flexibility and to manage the implementation of change sensitively	Essential
Ability to remain calm and positive when working under pressure	Essential
Evidence of efficiently managing whole school systems of Assessment e.g.: Target Tracker, and use information to improve learning and teaching.	Essential

Knowledge	
Knowledge of what constitutes good and outstanding teaching and learning and how to support colleagues in developing their own skills	Essential
Ability to make secure judgements about the quality of teaching and learning, to support colleagues in developing their practice and to challenge underperformance where appropriate	Essential
Understanding of the professional standards for teachers and how these should be used in appraisal.	Essential
Knowledge and understanding of the expectations of the Ofsted Framework regarding effective leadership and management particularly in relation to Teaching and Learning	Essential

Knowledge and understanding of the National Curriculum, Early Years Foundation Stage Curriculum, new government initiatives, National and LA Tests, assessment and monitoring procedures.	Essential
Knowledge and understanding of SEN, Child Protection and safeguarding procedures.	Essential
Understanding of and commitment to all aspects Equal Opportunities	Essential

Personal Qualities	
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To enjoy challenge and perform efficiently in a core management role	Essential
A leader with a flexible approach to work who enjoys being a good team member	Essential
Must be able to effect change through effective leadership and management	Essential
Must be able to manage own work load effectively and respond swiftly to tight dead lines	Essential
Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	Essential
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	Essential
Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others and deal with challenging questions	Essential
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post, including being reflective on their own practice and the practice of others	Essential