



JOB DESCRIPTION FOR EARLY YEARS LEADER AT RICHARD COATES CHURCH OF ENGLAND SCHOOL



JOB TITLE: Early Years Foundation Stage Leader (TLR 2.1)

RESPONSIBLE TO:

The Headteacher

JOB PURPOSE INCLUDING MAIN DUTIES AND RESPONSIBILITIES:

To be a leading practitioner, modelling effective methodology and practice to inspire Early Years team members. To lead manage and evaluate the delivery of high quality teaching and learning in the Early Years.

To play a key role in leading school improvement.

To carry out the functions of a teacher in accordance with the professional standards for teachers and the School Teachers' Pay and Conditions Document as directed by the Headteacher.

To enable all individuals to achieve their full potential within a happy and caring Christian community.

To work with zest, drive and determination to secure the long-term success of the school, supporting and promoting the vision, values and ethos to pupils, staff, Governors, parents and the wider community.

To translate the vision into best practice through innovative planning and teaching that provides high quality learning.

To hold accountability for standards achieved across Early Years.

To have due regard for safeguarding and promoting the welfare of children and to follow the child protection procedures adopted by the school.

Leadership Responsibilities:

- To develop the Core EYFS vision, with creativity and high standards at its heart.
- To be the lead teacher for EYFS displaying expertise in a range of creative teaching methodologies to address pupils' early learning styles.
- To be visionary and creative in the implementation of high standards and active learning across the Early Years curriculum.
- To ensure high quality and effective assessment of pupils across the Early Years and through the completion of the Early Years Foundation Stage profile.
- To develop and creatively expand the indoor and outdoor Learning Environment to ensure opportunities for imaginary play and learning.
- To coordinate and evaluate continuity and progression across Nursery and Reception through shared practice and focused classroom observations.
- To be a Performance Management/Appraisal Team Leader.
- To initiate, embrace and manage change positively in line with the School Improvement

Plan.

- To ensure all EYFS/Key Stage 1 staff have an understanding of the EYFS curriculum and implement strategies to regularly track value added across Early Years and monitor standards to inform school review.
- To build capacity for self-evaluation and developmental priorities and strategically plan improvements in Early Years practice.
- To be a key contributor to the Leadership Team, supporting the ethos and standards of the school and determining its needs and priorities.
- To be responsible for the implementation and evaluation of agreed development strategies on the School Improvement Plan in terms of measurable success criteria.
- To build a collaborative Early Years team, reacting to staff needs through mentoring and mutual support.
- To extend parental links and home/school partnerships in terms of EYFS expectations, curriculum understanding and methodology.
- To be reflective leader, displaying professionalism and commitment to all areas of school life.
- To lead Key Workers in the collection and sharing of moderated assessments

Standard Main Scale Responsibilities

- To be an exemplary practitioner, responsible for classroom management and organisation, planning, recording, reporting and the delivery of the EYFS curriculum to the class group, within the policies of the school.
- To inspire children to become active participants and independent learners.
- To ensure the learning agenda is shared creatively with the children.
- To be enthusiastic about initiating and trialling new teaching and learning methodology and establish the new EYFS framework.
- To ensure regular formative and summative observations are made of each pupil in the class to monitor and maximise performance in relation to developmental bands.
- To implement new initiatives with clarity and commitment and display flexibility towards curriculum changes.
- To provide a stimulating, secure and safe learning environment, both inside and out for the pupils, where children's work is well-displayed and pupils can interact with their child chosen learning opportunities.
- To be responsible for discipline in the classroom and in other areas of the school as appropriate and to exercise pastoral care over the class.
- To participate positively and enthusiastically in the Early Years Team and Year Group Teams and whole school initiatives and development.
- To be committed to parental and community involvement and to the whole life of the school.
- To ensure high standards in all aspects of school life and work by setting high expectations for our children.
- To be prepared to undertake further professional development, be reflective in their practice and participate in school review procedures.
- To be committed to personal staff development and training.
- To promote and safeguard the welfare of children, carrying out and acting upon risk assessments as necessary.
- Other duties as may reasonably be required.

ADDITIONAL RESPONSIBILITIES: MANAGE A SUBJECT AREA

- To take responsibility for an area of the curriculum throughout the whole school, including the planning, co-ordination, development and resourcing of that area.
- To ensure plans and policies promote continuous school improvement linked to the school

SEF and development plan.

- To create an inspiring and professional work environment consistent with the school's values and aspirations.
- Use national, local and school management data effectively to monitor standards of achievement across the school in the allocated curriculum area.
- Inform and report to colleagues, Governors and parents about that area of the curriculum.
- Provide appropriate documentation and support (improvement plans, policy, scheme of work, records, staff support etc) for the agreed area of responsibility.
- Lead and assist in staff meetings and INSET to further the development of the agreed area of responsibility.

RESOURCES

- Operate relevant equipment/ICT packages (e.g. MS Office, internet, intranet, SIMS, E-mail).
- Keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for students.
- Support and manage Teaching Assistants in the Early Years.
- Ensure effective communication with all colleagues (teaching and support staff).

GENERAL DUTIES

- To carry out a share of supervisory duties in accordance with published rotas.
- To participate in appropriate meetings with colleagues, partnership schools and parents relative to the above duties.
- To participate in parents' evenings and school events outside of the teaching day as part of directed time in line with STPC.
- To be aware of their responsibility for data protection, acting in accordance with the Data protection Act 1984 for the security, accuracy and significance of personal data.

This job description and allocation of responsibilities may be amended following discussion with the Headteacher and will be reviewed annually.

September 2016

PERSON SPECIFICATION

We are committed to Safeguarding children and promoting the welfare of children and young people and expect all staff and volunteers to do the same.

Letters of application should address the points below:-

1. Qualifications

Essential:	a) Recognised national teaching qualification/meets requirements of GTC.	Q
	b) Graduate status.	Q
	c) Primary phase qualification.	Q
Desirable:	a) Experience of recent professional development.	L
2. Experience

Essential:	a) Recent classroom experience with Early Years pupils.	LR
	b) Experience of working as part of a team.	LR
Desirable:	a) Taught using a variety of teaching styles and modes of learning.	LR
	b) Experience of a leadership role in the curriculum.	LR
	c) Evidence of teaching experience in more than one school.	LR
	d) Experience of parent/community involvement.	LR
3. Personal Development

Essential:	Attendance at relevant courses and a willingness to undertake further professional development. Commitment to school review procedures.	LR
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4. Skills, Knowledge and Aptitudes

Essential:	a) Excellent classroom practitioner, in terms of planning, challenging gifted pupils, innovatively supporting special needs and creatively organising the learning environment.	T
	b) Experience of creating a stimulating classroom and differentiated learning environment.	LRI
	c) Knowledge and understanding of the development of children between the ages of 3 – 7	LRI
	d) Experience of effectively supporting disadvantaged children to achieve well.	LRI
	e) Ability to forward plan, organise, communicate and evaluate effectively.	LRI
	f) Sound knowledge of the new EYFS curriculum areas and NC.	LRI
	g) Knowledge and experience of assessment procedures, moderation and evaluation at Early Years.	LRI
	h) Ability to manage, coordinate and monitor an area of the curriculum (preferably Art, PE or ICT).	LRI
	i) Ability to safeguard and promote the welfare of children, forming and maintaining appropriate relationships and personal boundaries.	
5. Personal Attributes

Essential:	a) Energetic creative and lively member of staff who is flexible and adaptable and committed to the whole life of the school.	TI
	b) Willingness to liaise and communicate effectively as a team member.	I
	c) High expectations of pupil achievement.	TIL
	d) Caring attitude to children and parents.	PTI
	e) Understanding of and commitment to equal opportunities.	IL
	f) Ability to project enthusiasm to staff and pupils.	PTI
	g) Well-motivated, dedicated and able to manage time effectively.	TI
	h) Gifted at communicating an enthusiasm for learning to young children.	T

	i) Dedicated to working with parents as partners.	IL
	j) Motivation and resilience in challenging circumstances.	TIL
6. <u>Inter-personal Skills</u>		
Essential:		
	a) Ability to form good relationships with children, staff, parents and Governors and display excellent communication and teambuilding skills.	IPT
	b) Approachable member of staff, able to further home/school partnerships.	
	c) Ability to improve and extend EY Team and curriculum	I
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Determined by: Q = qualification/DBS check, L = Letter of application, I = Governor interview, T = teaching, P = pupil relations, R = references.