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| **Job Title** | **Early Years Foundation Stage Leader** |
| **Salary** | Class Teacher + TLR2b |
| **Responsible to** | Headteacher |
| **Accountable to** | Local Governing Body |
| **Responsible for** | Leading the Early Years Phase of 2 Nursery & 2 Reception classes |

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| Main Purpose of the Post In addition to those professional responsibilities that are common to all teachers in the school, as outlined in the School Teachers Pay and Conditions Document, the post holder’s key accountability will be for raising the standards of teaching, learning and attainment across the Early Years Foundation Stage.  As a Leader of the EYFS phase, you will lead by example, provide inspiration and motivation for the children, staff, governors and parents and support the Catholic vision, purpose and leadership of the school. As a key member of staff, you will provide professional leadership for the school which secures its success and improvement, ensuring a consistently high quality education for all pupils in the Nursery and Reception classes resulting in improved standards of achievement. |

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| **Professional duties**  **Play a major role under the overall direction of the Senior Leadership Team (SLT) in:**   * Formulating the aims and objectives of the school * Establishing the policies through which they shall be achieved * Managing staff and resources to that end * Monitoring progress towards their achievement * Sharing in the whole school responsibility for promoting and safeguarding the welfare of pupils at the school   **Specific Role and Responsibilities**  **To lead and manage the EYFS by:**   * Being accountable for the quality of learning and teaching across the EYFS phase * Taking responsibility for ensuring that the learning environments in all Nursery and Reception classes (which are in two separate buildings) are of a consistently high standard and provide exciting and stimulating learning opportunities for all pupils. * Providing an exemplar of good practice and fostering high expectations of learning and teaching in the EYFS. * Planning effective deployment of all staff within your team, utilising the strengths of each member. * Monitoring and evaluating staff performance including conducting Pupil Progress meetings, Appraisal reviews and target setting meetings. * Monitoring and evaluating the implementation of the school curriculum across the EYFS, in conjunction with colleagues. * Securing and allocating resources to support effective learning and teaching within the phase * Monitoring and controlling the use of these resources. * Liaising closely with colleagues to ensure effective transition on entry into Nursery and from Reception into KS1. * Agreeing the EYFS budget with the head teacher and ensuring it is spent appropriately.   **To lead staff development by:**   * Assessing and identifying training needs of staff and reporting back to the SLT. * Further developing the good practice of ‘Read, Write, Inc.’ phonics. * Supporting colleagues as appropriate to further develop teaching expertise through staff meetings and INSET. * Developing coaching systems to ensure the support and development of all staff within the EYFS. * Planning, delegating and evaluating the work carried out by each staff member within the EYFS team. * Promoting a creative and collaborative working environment. * Creating, maintaining and enhancing effective relationships.   **To lead assessment, ensure pupil progress and improve standards by:**   * Implementing school procedures for assessment and the evaluation of learning and teaching. * Establishing a consistency of approach through effective and regular moderation, work scrutiny and observation. * Analysing data throughout the year and taking action to modify and refine learning plans. * Developing a comprehensive knowledge of the EYFS and being able to articulate the strengths and areas for development of the key stage.   **To promote pupils’ personal development and well-being by:**   * Managing pastoral support matters including liaison with parents and colleagues from other agencies * Being responsible for discipline issues if matters progress beyond the class teacher   **To promote inclusion within the EYFS by:**   * Liaising with the SENDCo and SLT to ensure all pupils have access to all aspects of the EYFS curriculum. |

**Person Specification**

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| **Area** | **Essential** | **Desirable** | | **Assessment** |
| **Values, Disposition & Attitude** | | | | |
| A practising Catholic and/or have a demonstrable commitment to the Mission and ethos of our Catholic school. | √ |  | | A/I/R |
| Has high expectations and demonstrates a commitment to raising standards and achieving the best for all the school’s pupils, both academically and personally | √ |  | | A/I |
| Is able to form successful relationships with pupils, staff, parents and the wider community | √ |  | | A/I |
| Good health and attendance record | √ |  | | A/I |
| Flexible and adaptable | √ |  | | A/I |
| Innovative and creative | √ |  | | A/I |
| Approachable and sensitive to the needs of others | √ |  | | A/I |
| Professional, organised and receptive to new ideas, approaches and challenges | √ |  | | A/I |
| Ability to work collaboratively with a team | √ |  | | A/I |
| Understands the need for appropriate confidentiality | √ |  | | A/I |
| Has a passion for working with young children | √ |  | | A/I |
| **Qualifications** | | | | |
| Qualified Teacher Status | √ |  | | A |
| CCRS or equivalent |  | √ | | A |
| Accredited Middle Leadership qualification or the desire to achieve one |  | √ | | A/I |
| **Knowledge, Understanding and Experience** | | | | |
| Has significant teaching experience in the EYFS | √ |  | A/I/R | |
| Have an in-depth knowledge of the EYFS curriculum and its assessment requirements. | √ |  | A/I | |
| Ability to analyse, understand and interpret EYFS performance data | √ |  | I | |
| Has a proven track record for delivering high standards within the EYFS | √ |  | A/I/R | |
| A sound understanding of the way in which the environment (inside and outside) can be used to facilitate pupils’ learning. | √ |  | A/I | |
| Experience of involvement in transition between one or more of the following: home - EYFS; EYFS – KS1 | √ |  | A/I | |
| Experience of Nursery provision |  | √ | A/I | |
| Experience as a middle leader / subject leader |  | √ | A/I | |
| Has taught Read,Write Inc Phonics |  | √ | A/I | |
| Knowledge of current educational practice and issues | √ |  | A/I | |
| Knowledge of how to keep pupils safe within an EYFS setting | √ |  | A/I | |
| Understanding of and commitment to equal opportunities & the SEND code of practice | √ |  | A/I | |
| Evidence of continuing professional development | √ |  | A/I | |
| **Skills** | | | | |
| An excellent classroom practitioner | √ |  | A/I | |
| Can demonstrate excellent knowledge of the EYFS curriculum | √ |  | A/I | |
| Ability to stimulate pupils through a range of teaching and learning strategies | √ |  | A/I | |
| Ability to create an safe, positive and inspiring learning environment | √ |  | A/I | |
| Ability to assess pupils accurately and plan future learning opportunities effectively | √ |  | A/I | |
| Ability to respond positively to challenging situations | √ |  | A/I | |
| Ability to demonstrate good classroom management | √ |  | A/I | |
| Ability to make effective use of ICT | √ |  | A/I | |
| Ability to lead and manage other adults in the classroom | √ |  | A/I | |
| High level of written, oral and communication skills | √ |  | A/I | |
| High level of organisational, team working and time management skills | √ |  | A/I | |
| Ability to use initiative, problem solve and motivate others effectively | √ |  | A/I | |
| Respect for confidentiality of information when required | √ |  | A/I/R | |
| **\*Assessment will take place with reference to the following information**  **A=Application form I=Interview R = Reference** | | | | |