



EY Leader Job Description

Post: Early Years Leader

Responsible to: Assistant Headteacher
Headteacher

Post Holder: Lauren Granger

Grade: TLR2a

FTE/Hours: Full-time

Date Reviewed: September 2017

Employment Duties

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the headteacher; and the headteacher or other senior leader, if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed annually and any changes will be subject to consultation.

Points of Reference

- School Vision and Aims
- Safeguarding Policy
- Teaching and Learning policy
- Confidentiality Policy
- Equality and Inclusion Policies
- Duties laid down in the 'School Teachers' Pay and Conditions Document'.
- Raising Achievement Plan
- Outcomes from recent LA or Ofsted inspection
- Health and Safety Policy
- Whole school policies
- Teachers' Standards

Purpose of the Job

To maximise the achievement of pupils in the Early Years (2 year old, N1, N2 and Reception) by

- ensuring that teaching, learning, and provision meets the needs of and provides challenge for all pupils
- promoting spiritual, emotional and personal development in keeping with the Christian character of the school.

Leadership Roles and Responsibilities

As a member of the leadership team, you are responsible for:

- undertaking the performance management of a group of colleagues as directed by the Headteacher.
- improving the quality of teaching, learning and provision across the Early Years, so that teaching is at least good, resulting in children making the maximum progress.
- the day-to-day leadership of the Early Years staff team.
- having a robust understanding of the characteristics of good teaching and learning, especially in the early years, ensuring that teaching in your own class/lessons provide a model and maximise the progress and achievement of every child.



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As EY phase leader, you are responsible for:

- modelling highly effective practice in the teaching across the curriculum in the EY phase, for example, giving demonstration lessons and team teaching.
- supporting staff across the school in developing their practice to ensure pupils make a smooth transition between different year groups in the EYFS and between Reception and KS1.
- working with subject leaders to lead improvements in the early years, in the quality of teaching and learning in their subjects, ensuring that each child, no matter which group, has the opportunity to make maximum progress.
- monitoring the quality of teaching and learning and the levels of attainment and progress for all groups in all subjects in the early years, and for ensuring intervention strategies are in place, where needed.
- using the data collected to report to the leadership team and to governors about the quality of teaching in the EY phase; the attainment and progress of groups of children and your strategy for leading improvements.
- ensuring expectations and procedures are consistent across the EY phase and compatible with that of other phases throughout and beyond the school.
- ensuring the implementation of school policies and procedures is consistent across the phase, including leading assessment and curriculum planning and monitoring the use and impact of resources with reference to the phase budget.

Responsibilities of a Class Teacher

Teaching, Learning and the Curriculum

- Ensuring that teaching is at least good, with some outstanding features and that a suitably broad and balanced curriculum is in place so that every child makes maximum progress
- Implementing school policies and practices for assessing, recording and reporting progress and attainment of each pupil so that their learning is appropriately planned for, tracked and reported on.
- Working with subject and phase leaders and other colleagues to ensure that your practice and procedures are of consistently high quality and to ensure that subject plans form part of a coherent strategy for raising achievement across the curriculum.

Care, Guidance and Support

- Implementing the school behaviour policy in your class to maintain good order and discipline and to foster good relations both amongst the pupils and you as their class teacher
- Demonstrating an understanding of, and complying with the school's safeguarding policy and procedure so that the safety and welfare of all children are ensured
- Fostering good relations with all staff, supporting them in ongoing professional development



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- Establishing good home-school relations and providing advice and support to parents about their child's progress in school, including participating in parents' briefings/consultations and other events as part of directed time.

Resources

- Creating a stimulating, effective and safe learning environment.
- Working with the phase and subject leaders to identify new resources you need
- Maintaining existing resources and exploring opportunities to develop new learning opportunities for your pupils, including the sharing and developing of resources with colleagues.

Professional Knowledge, Understanding and Skills

- Participating in Performance Management arrangements, within the nationally agreed framework for the appraisal of teachers to enable both yourself and, where appropriate, others to progress professionally.
- Taking part in a range of development opportunities, including INSET, for your own professional development and that of others in order that you can contribute effectively to school improvement .
- Making positive contributions to meetings which relate to the curriculum, administration, organisation or pastoral arrangements of the school, as part of the timetabled school day or during directed time.

Signed _____ **Post Holder**

Signed _____ **Headteacher on behalf of the Governing Body**