



## **LION CUBS YEAR GROUP LEADER (EARLY YEARS)**

### **JOB DESCRIPTION**

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| <b>Job Title :</b>   | Lion Cubs Year Group Leader |
| <b>Line Manager:</b> | Head of Early Years         |

#### **Purpose:**

To manage and lead a team of teaching and support staff within both Toddler only and Parent and Toddler classes (children aged 18 - 30 months). To provide a welcoming and friendly start to all new families as they join Lion Cubs and to manage effective transitions into Pre-Nursery. To contribute to the vision of the school in developing world-class provision for the 0-3 age group along with the Pre-Nursery team.

To enable young children to perform highly and achieve their full potential in all respects by building upon the skills they have when they join the school. To assist all pupils to develop emotional security, self-belief and social skills. To foster a love of learning and an excitement about coming to school each day. To ensure that all children become curious, problem-solving, independent and resilient learners within the ethos and policies of the School.

#### **Requirements**

##### **Experience and qualifications:**

1. Appropriate degree, with UK PGCE, other teaching qualification giving QTS equivalence or minimum diploma level education (NVQ6) in early childhood education
2. Minimum three years' experience working with young children
3. Familiarity with the EYFS Framework and Development Matters Guidance
4. Acceptable police checks (or equivalent) from the country of origin and from all other countries in which the applicant has worked and no question regarding suitability to work with children and appropriate references from current and previous employer, corroborated by personal phone calls made to each referee
5. Familiarity with Makaton or key word signing
6. Experience teaching EAL children is advantageous

##### **Skills and personal attributes:**

1. Passion for teaching and working with very young children (18 - 30m)
2. Commitment to educating the whole child and their wellbeing
3. Professionalism and respect for all
4. Positive and solution-focused
5. Ability to lead staff to fulfill the School vision
6. Good communication and public speaking skills
7. Energetic and enthusiastic
8. Innovative and creative
9. Kind and caring



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### **The role:**

#### **Parent as partners:**

1. To further develop links between school and home and support parents in continuing their children's learning and development outside of the school environment
2. To continue to develop ways of supporting our parent community, through leading parent workshops, baby groups, play sessions and supplementary classes
3. Support all Lion Cubs staff to build and maintain strong, positive relationships with both students and families that are collaborative, supportive and engaging - ensuring professionalism and clear communication at all times

#### **Teaching and learning environment**

1. Ensure the successful implementation of the key person approach throughout the year group
2. Establish and ensure a safe, welcoming, purposeful and positive learning atmosphere, with high expectations of all in the Lion Cubs team
3. Promote a love of learning and children's intellectual curiosity
4. Ensure all Lion Cubs staff support children to be active participants in their own learning through a holistic and integrated approach
5. Ensure all children are adequately supervised at all times, and every reasonable precaution is taken to protect them from any harm
6. Attend to the physical, social and emotional needs of the children as required

#### **Curriculum and pedagogical knowledge**

1. To champion the use of key word signs (makaton) throughout the year group and amongst parents as a language acquisition tool
2. Lead the development, documentation and implementation of a stimulating and engaging Lion Cubs curriculum
3. Model good social skills, including active listening, turn taking, compromise and conflict resolution
4. Model and take responsibility for promoting high standards of communication and language development
5. Demonstrate a critical understanding of recent developments in pedagogy and best practice in all areas of Early Years education
6. Promote the value of high performance and model this through a proactive approach to continued professional development
7. Demonstrate a clear understanding of systematic synthetic phonics and recognise the importance of early literacy and mathematical development
8. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
9. Continually strive to improve teaching and learning outcomes through school directed as well as self-initiated professional development

#### **Planning and Preparation**

1. Plan and create language rich, exciting and intriguing learning environments and activities; whole-class, small group and self-initiated, which ensure children perform highly, meet their potential and progress well in all areas of the curriculum - accounting for those who need support or challenge to do so.
2. Identify explicit opportunities within provision for use of and engagement with thinking skills and learning behaviours



3. Ensure opportunities for purposeful interactions, questioning and key vocabulary, in order to progress learning are identified in planning
4. Select and make good use of ICT and other learning resources which optimise learning

**Assessment, Reporting and Accountability**

1. Perform effective and purposeful observations for formative assessment
2. Lead and support the Lion Cubs team to regularly reflect on and critically evaluate their own teaching and the effectiveness of lessons and approaches to teaching.
3. Maintain well organised and accurate assessments of student progress
4. Create comprehensive individual learning journeys for all children using the school's online system
5. Report progress, success and concerns effectively with parents through written reports (Pre-Nursery, Nursery and Reception only), formal and informal parent meetings and consultations
6. Understand the typical developmental stages and milestones for young children and identify children at risk of falling behind or require further challenge - consulting parents as necessary
7. Be accountable for students' attainment, progress and outcomes

**Fulfil Wider Professional Responsibilities**

1. Make a positive contribution to the wider life and ethos of the School including contributing to extracurricular activities outside of school hours when required
2. Be responsible for the line management of teaching assistants and childcare assistants
3. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment

**Personal and Professional Conduct**

1. Treat all students with dignity and observe appropriate boundaries at all times
2. Understand the need to safeguard students' well-being, in accordance with School policy and School Safeguarding Code of Conduct
3. Show tolerance of and respect for the rights of others
4. Support and encourage fundamental values such as democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Have proper and professional regard for the ethos, policies and practices of the School, maintain high standards in own attendance and punctuality and present a positive image of the school to all

**Other Responsibilities**

1. Follow all agreed School Policy and procedures as shared and in the Staff Handbooks
2. Be aware of, and adhere to the requirements of the Safeguarding Policy
3. Undertake other reasonable duties as requested by the Year Group Leader, Subject Leader or members of the Senior Leadership Team and any duties that the HeadMaster deems necessary for the effective operation of the School

Education is an ever-changing service and all staff are expected to participate constructively in schools activities and to adopt a flexible approach to their work. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the school.