Early Years Foundation Stage and Key Stage 1 Leader

Job Description

To carry out the duties of a Class Teacher as set out in the Class Teacher Job Description.

• To establish good relationships, encourage good working practices and support and lead teachers in the Key Stages.

• To provide for the pastoral, educational, social, moral, spiritual and cultural development for each individual child in their class, and support teachers in their Key Stage in this.

• To be responsible and accountable for securing the highest standards of pupil achievement across the Key Stages, through a process of effective monitoring, evaluation, reporting and review of learning, progress and teaching outcomes.

• To use relevant assessment information to set and monitor targets for improvement across the Key Stages.

• To enthuse, lead, develop and enhance the teaching practices of others across the Key Stages, through mentoring, coaching, evaluating, supporting, guiding and target setting, in conjunction with the Headteacher and Deputy Headteacher.

• To be accountable for the strategic leadership and management of the Key Stages, within the context of the school’s aims and policies.

• To promote the positive ethos and culture of the school to other staff, governors, parents, children and members of the wider community.

• To contribute to and actively support the overall ethos/work/aims of the school.

• To comply with, support and promote all school policies and procedures, particularly those relating to child protection, equal opportunities, equality objectives, health, safety and security, confidentiality, behaviour and data protection.

• To keep up to date records of any Key Stage meetings/actions/outcomes from the meetings, a copy of which must be given to the Headteacher within 2 weeks of the meeting/action/outcome.

• To take responsibility for understanding the part that you play in the progress of the School Development Plan and contributing to it accordingly.

• Communicate and co-operate with other agencies to support the educational, development/general progress and wellbeing of individual pupils and to participate in meetings arranged for any purposes described above in their own class and in their Key Stages if needed.

• To safeguard every pupil’s health, safety and wellbeing in line with school policies.
• To provide reports to parents, pupils, Governors and the Leadership Team with regard to the progress within the specified Key Stages.

• To liaise with the Headteacher, SLT and Inclusion Manager to contribute to the planning and organising of the work of the TAs, in order to have a positive impact on pupil progress.

• To keep up to date with current trends and research as appropriate.

• To liaise with members of the Governing Body and link Governors about a particular subject/whole school initiative, to inform them of progression of the Action Plan, quality of teaching and learning and standards in the subject.

• To improve the quality of teaching and learning across the whole school.

• To review planning and teaching methods in order to meet individual pupils needs, including SEND, children working at greater depth, Children Looked After and children with English as an Additional Language, in conjunction with the Inclusion Manager.

• To exemplify excellent practice in the classroom and provide demonstration lessons for staff/Governors/Parents as appropriate.

• To evaluate assessment data in their Key Stages and discuss outcomes with the other Key Stage Leader, Deputy Headteacher and Headteacher.

• To help set targets for classes and the whole school in light of prior attainment.

• To carry out work scrutiny to ensure high standards and continuity across the school, with particular focus on their key stages.

• To liaise with the other Key Stage Leader to ensure progression and continuity across the school.

• To support, guide and advise staff in all aspects of their work.

• To keep up to date with statutory testing information and DfE guidance for the Key Stages.

Other Activities:

• To provide curriculum information for parents such as letters and booklets, in line with school policy and in consultation with the Headteacher and Deputy Headteacher.

• To lead parents’ meetings/workshops, in consultation with the Headteacher or Deputy Headteacher.

• To organise special assemblies, performances, school trips and other events when needed.

To carry out any other duties reasonably requested by the Headteacher or Deputy Headteacher. The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way in which the Key Stage leader is expected and required to perform and complete the particular duties as set out above.
Early Years Foundation Stage and Key Stage 1 Leader

Person Specification

This person specification is related to the requirements of the post as determined by the job description.

Please write a personal statement detailing how you meet the criteria below and how your examples demonstrate impact.

Key: E = Essential, D = Desirable

Qualifications

1. Qualified teacher status or recognised equivalent E
2. First degree or equivalent E
3. Evidence of relevant further professional development within the last three years E

Experience – show evidence of:

4. Ongoing successful teaching experience with an evaluation of good or outstanding E
5. Teaching experience in more than one phase D
6. Responsibility for leading a core subject or significant area across the school E
7. Experience of leading teams to achieve a specific outcome for children D
9. Evidence of the development of policy or curriculum schemes of work D
10. Teaching experience in EYFS/KS1 E

Professional Knowledge

11. Ability to plan lessons effectively for all pupils in a class setting and demonstrate best practice to colleagues E
12. Up-to-date knowledge of statutory regulations and guidance relating to the post E
13. Up-to-date knowledge of EYFS and KS1 statutory assessment and curricula E
**Professional Skills**

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<th>Description</th>
<th>Rating</th>
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<tbody>
<tr>
<td>14</td>
<td>An understanding of how to use data to raise standards</td>
<td>E</td>
</tr>
<tr>
<td>15</td>
<td>Ability to use data to evaluate performance of pupil groups and progress and plan an appropriate course of action for whole school improvement</td>
<td>D</td>
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<tr>
<td>16</td>
<td>An understanding of the skills and attributes involved in effective leadership</td>
<td>E</td>
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<tr>
<td>17</td>
<td>Support, motivate and inspire both colleagues and pupils by leading through example</td>
<td>E</td>
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<td>18</td>
<td>Consistently demonstrate high quality teaching strategies</td>
<td>E</td>
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<td>19</td>
<td>Ability to analyse, prioritise and meet deadlines</td>
<td>E</td>
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<td>20</td>
<td>Develop and deliver effective professional development for staff</td>
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**Commitment to:**

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<tr>
<td>21</td>
<td>Inclusion with high expectations for all learners</td>
<td>E</td>
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<tr>
<td>22</td>
<td>Equalities</td>
<td>E</td>
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<tr>
<td>23</td>
<td>Promoting the school’s vision and ethos</td>
<td>E</td>
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<tr>
<td>24</td>
<td>High quality stimulating learning environment</td>
<td>E</td>
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<td>25</td>
<td>Professional development for self and others</td>
<td>E</td>
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<tr>
<td>26</td>
<td>Safeguarding and child protection</td>
<td>E</td>
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