**Role Profile: EYFS Lead/Reception Teacher**

**Purpose**

In addition to the duties of a class teacher the main purpose of the job is to raise the educational standards across EYFS and to achieve an outstanding judgment by ISI. The post holder will be responsible for the strategic development and direction of Early Years and will aim to secure high quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils in Foundation Stage. The duties outlined in this job description are in addition to those covered by the latest Teachers' Pay and Conditions document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Key Accountabilities**

In addition to the role of class teacher:

Leadership and Management

* + - * Provide vision, direction and leadership of Early Years
			* Ensure high quality early education that improves outcomes
			* Monitor and evaluate the impact of policies and practices in the EYFS, identifying developments needed and constantly seeking strategies for improvement; working in partnership with the early years team and senior leaders to achieve them
			* Ensure the successful development and implementation of high quality, developmentally appropriate, inclusive learning environments in the Nursery and Reception which promote a balance between learning through play, providing learning activities which will challenge and develop and preparedness children for Year 1.
			* Ensure the Early Years meets the criteria for a successful inspection
			* To review long term planning to ensure coverage, progression and a range of learning experiences across the EYFS.
			* Liaise closely with the other senior leaders to ensure continuity and progression across the Key Stages.
			* Establish good relationships, encourage good working practices and support staff in the Key Stage.
			* Oversee all aspects of the key-stage organisation and management, including preparing agendas and chairing meetings, in order to ensure that school policies and practices are being delivered.

Leading Teaching and Learning

* Demonstrate consistently outstanding teaching skills, managing pupils and maintaining high standards of behaviour across the EYFS, and act as a role model for all staff
* Play a major role in the development of high quality teaching and learning in the EYFS and act as an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate
* Lead the EYFS team in the development and delivery of a creative and stimulating EYFS curriculum
* Lead the EYFS team in the development and maintenance of a stimulating teaching environment that ensures optimum use of time, space and facilities
* Work with the EYFS team to ensure that the requirements of the EYFS are met, including arrangements for assessment and moderation
* Oversee, organise and monitor the quality of teaching and learning, in line with the school policy including lesson observations, monitoring of planning and scrutiny of pupil’s work and maintain up-to-date triangulated data.
* Evaluate pupils' progress, achievement and attainment, and report to the Senior Leadership Team
* Provide feedback to teachers and disseminate examples of excellent planning and teaching.
* Work with teaching staff to promote best and innovative practice to enrich the range of teaching and learning styles in the school.
* Liaise closely with staff and other professionals so that they are able to make a significant contribution to teaching and learning in the phase.
* Participate in systematic observations, departmental and key stage reviews, learning walks, book reviews, pupils and staff voice questionnaires

Staffing

* + - * Work with senior leaders to deploy EYFS staff effectively
			* Support and motivate support staff working within the EYFS.
			* Be a role model for staff in all aspects of their work
* Assist in creating expectations of responsibility and accountability by monitoring and evaluating practice and giving constructive feedback that develops the effectiveness of staff. Be prepared to challenge when necessary.
* Support the leadership team of the school in the performance management of staff in the EYFS
* Ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
* Organise EYFS team meetings to develop and implement policies, initiatives, discuss samples of work, assessment and record keeping and moderation
* Lead staff meetings, workshops and activities for teachers and teaching assistants and induct new members of staff and supply teachers into the school’s policies and guidelines.
* Model lessons and advise staff on good practice
* Ensure that a professional demeanour and attitude is maintained by all staff in your team
* Lead professional development of staff through example, creating strong team work
* Support the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate
* Mentor trainee and newly qualified teachers and support the induction of any new staff in EYFS

**School self-evaluation**

* Establish the process of the setting of targets for raising achievement for pupils within the EYFS, work towards their achievement and feedback to the Headteacher
* Adapt and implement school monitoring procedures
* Manage the collection of data in the EYFS
* Make use of data analysis; evaluate performance data and formulate strategies to address areas of concern produce reports on performance data
* Update the Headteacher and governors on the effectiveness of provision for pupils across the EYFS to include an annual development plan.
* Monitor progress across the Key Stage and ensure appropriate action plans are in place where issues are identified.
* Work with the Leadership team to monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary
* Lead and write the relevant sections of the School Evaluation Form and write the EYFS SEF annually
* Work with other lead professionals to ensure the use of comparative data, together with information technology about pupils’ prior attainment, to establish benchmarks and set targets for improvement; use this information to form annual action plans
* Provide regular updates and governance reports to the Headteacher /Director of Education on the quality of teaching and learning, attainment, pupil progress safeguarding, behaviour and wellbeing and leadership
* Work with the Headteacher to maintain full regulatory compliance and to attain excellence in ISI inspections.
* Be responsible, as directed by the Headteacher for maintaining, reviewing and updating the academic/curriculum sections of the school’s ISI Self Evaluation Form; ensuring that the school is fully prepared for ISI inspection

**Communication**

* Plan, organise and chair departmental meetings
* Develop and maintain positive professional relationships with colleagues, parents, the local community and the governing body
* Attend and contribute to appropriate phase, senior leadership and governing body meetings
* Develop and maintain links with LA and other external support services and other local EYFS settings
* Ensure parents are well informed about the EYFS curriculum, attainment and progress and are fully engaged as partners in the EYFS
* Develop an effective partnership with parents and help them to understand how they can support their child’s learning and personal development.
* Ensure there are regular events for parents to participate in throughout the academic year by organising appropriate support evenings and Parental Engagement events to maintain links with stakeholders
* Work in conjunction with the marketing and admissions team to ensure high standards of customer service are maintained for prospective and current families and promote the school in the local community.
* Effectively communicate information to prospective families and provide guidance and reassurance to families
* To make parents feel they are part of the Long Close family. Provide welcome information events at the start of new academic year and welcome packs.
* Oversee all EYFS communications with stakeholders and give presentations as necessary.
* Be responsible for the organisation of Parents’ Evenings according to the calendar
* Be responsible for the production of a duty rota for EYFS staff
* Consult the parent community about the work of the EYFS on a regular basis and ensure that parents views are received respectfully and help guide the school’s development

**Strategic Leadership**

* Ensure good progress in all areas of the EYFS Stage curriculum by creating and developing policies and programmes to meet the needs of all EYFS children
* Carry out staff supervision meetings with members of the Reception EYFS team
* Liaise with the Head of Nursery and Head of Prep School and other key leaders to ensure a good transition for pupils from Nursery to Reception and to Year 1
* Liaise with staff to ensure progression, continuity and the smooth transition from one phase to another, including coordination of the ‘handover’ of relevant documents.
* In consultation with the Headteacher and in line with the School Development Plan, create and implement an EYFS strategic plan, which identifies priorities and targets for ensuring that pupils achieve high standards and make good progress.
* Maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for children in Early Years.
* Lead by example, providing inspiration and motivation to your teams. Embody for the pupils, staff, governors and parents the vision, purpose and leadership of learning in EYFS.
* Help develop a highly effective Early Years team through effective systems: organise and hold regular phase meetings to ensure good communication, consistency in practice and good pupil progress.
* Induct, support and monitor new staff within the phase.
* Work in partnership with senior leaders in the cycle of school evaluation and development planning

**Managing Resources**

* Manage, monitor and review the range, quality and quantity of all available resources in order to improve pupils’ achievements, ensure efficiency and secure value for money.

OTHER PROFESSIONAL REQUIREMENTS

* Operate at all times within the stated policies and practices of the School.
* To actively contribute to the School’s extra-curricular programme according to the needs of the school and own personal interests and expertise
* Undertake an appropriate share of the collective staff responsibility and to cover for absent colleagues when required
* To establish effective working relationships and set a good example through presentation and personal and professional conduct.
* To carry out duties in relation to school policies and practices
* To support and promote the school’s aims and ethos.
* To participate in arrangements made for classroom observations and staff appraisal
* To share best practice throughout the school
* To participate and contribute to regular department/ curriculum meetings in accordance with the published rota
* To attend staff meetings, pastoral meetings, Open Days, Sports Days, INSET and Parents’ Evenings, departmental meeting, leadership meetings (and other functions of a similar nature) as deemed necessary by the Headteacher
* To undertake any other duties and responsibilities as reasonably required by the Headteacher.
* To keep abreast of current thinking by attending courses and continuing your own professional development.
* Build relationships and visit other Cognita Schools
* Deputise for the Headteacher from time to time and share leadership at the most senior level;
* Make significant contributions to meetings of the Senior Leadership Team
* Contribute to the day to day organisation of the school and ensure it functions efficiently and
effectively;
* Be a highly visible presence around school and model expectations of staff and pupils;
* Undertake any other duties and responsibilities as reasonably required by the Headteacher.
* Work with the Headteacher to build a professional learning community which enables others to achieve.
* Support staff, within your team and within the whole school, in achieving high standards through effective continuing professional development.
* Implement successful performance management processes with allocated team of staff.
* Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
* Regularly review own practice, set personal targets and take responsibility for own professional development.
* To fully support the marketing, admissions commercial strategies and activities of the School.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken is not identified and the post holder shall be required to carry out whatever the Headteacher shall instruct, commensurate with training and experience.

**Safeguarding Responsibilities**

* To comply with safeguarding policies, procedures and code of conduct
* To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
* To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
* To engage in safeguarding training when required

**Person Specification**

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|  | **Essential** | **Desirable** |
| **Experience** | * Outstanding practitioner with strong knowledge of child development.
* Knowledge of current educational thinking, initiatives and issues in Early Years
* Knowledge and understanding of safeguarding procedures
* Recent experience of working in an EYFS setting
* Experience of planning for change, development and improvement and inspiring others
* Experience of conducting staff induction, mentoring, performance management and managing performance reviews
* Experience of School self-review and evaluation
* Evidence of developing, and successfully implementing, strategies to raise standards
* Experience of tackling underperformance, with an appropriate outcome
* Knowledge of safeguarding procedures and experience of dealing with them
* Successful experience of monitoring, evaluating and improving the quality of teaching and learning
* A thorough grasp of whole school data and how to use it to drive further improvements
* Experience of the preparation, implementation and monitoring of the School Improvement Plan and self-evaluation process
* Capacity to recognise and build on the considerable successes of the school and formulate a vision for innovation and improvement
* Capacity to build on and manage high performance teams
* Ability to produce and implement appropriate improvement plans and policies
* Proven record of managing significant educational responsibilities and leading school improvement.
 | * Budgetary management
* In depth knowledge of the statutory requirements pertaining to independent schools
* Leading and delivering training
* Involvement in monitoring the quality of Teaching and Learning
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| **Other** | * A willingness to contribute to the extracurricular life of the school.
* An outstanding role model.
* Evidence of a commitment to own professional development as well as supporting the CPD of others
* Good judgement
* Reflective practitioner
* Evidence of keeping up to date with educational thinking and knowledge
* Capacity to lead and contribute to the Senior Leadership Team.
* Capacity to respond to changing needs with vision and the ability to translate that vision into practical policies.
* Demonstrate a personal commitment to quality and excellence in learning and teaching.
* A positive, “can do” approach
* Reliability, integrity and credibility
* Enthusiasm and energy
* Be warm in personality and approachable
* Possess a sense of humour and be positive in outlook and attitude
* Build trust and respect confidentiality
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**Key Stakeholders:**

**Internal –** Headteacher / Head of Prep School /Director of Education / Assistant Head(s) / Head of Nursery

**External –** parents and other external agencies

**Signed: …………………………………………. Name (print): …………………………………..**

**Date: ……………………………………………..**