|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Job Title: | | EY Progress Leader | Job Category: | Teaching |
| Department/Group: | | Early Years | Job Code/ Req#: | EYPL1 |
| Location: | | Biggleswade Academy | Travel Required: | No |
| Level/Salary Range: | | MPS/UPS + TLR 2A | Position Type: | Permanent |
| Reports to: | | Head of Early Years | Weeks per year: | Teaching weeks |
| Job Purpose | | | | |
| * In addition to the classroom responsibilities that are common to all classroom teachers in the academy the EYFS Progress leader’s responsibility will focus on raising the standards of learning and teaching in the Early Years Foundation Stage. * To provide effective and inspirational leadership and management of the assigned group of pupils, staff and premises. | | | | |
| Job Description | | | | |
| Role and Responsibilities  **Core Role**  The following are central to the role:   * To be responsible and accountable for the effective progress, care, guidance and support of pupils with and within an allocated team * To play a key role in leading school improvement. * To ensure staff work effectively, individually and in allocated teams, to fulfil the identified whole school care, guidance and support aims * To ensure all duties undertaken achieve the standards set out in the latest School Teachers’ Pay and Conditions Document and reflect the Professional Standards for Teachers   **Staff leadership**   * To be a leading practitioner, modelling effective methodology and practice to inspire Early Years team members. * To work with zest, drive and determination to secure the long-term success of the school, supporting and promoting the vision, values and ethos to pupils, staff, Governors, parents and the wider community. * Lead, manage and hold accountable a team of early years teachers and practitioners for the progress, guidance and support of pupils in their care * Monitor, assess and hold accountable teachers in implementing school policy and improvement plans. * To develop and creatively expand the indoor and outdoor Learning Environment to ensure opportunities for imaginary play and learning. * Ensure allocated teams contribute to the curriculum relating to the ‘Early Years Foundation Stages’, including the planning, preparation and delivery of all assigned care, guidance and support lessons and the preparation and delivery of class and whole of early years assemblies * To ensure all EYFS/Key Stage 1 staff have an understanding of the EYFS curriculum and implement strategies to regularly track value added across Early Years and monitor standards to inform school review. * To build a collaborative Early Years team, reacting to staff needs through mentoring and mutual support. * To have a good understanding and be able to support the development of the curriculum, monitoring the intent, implementation and impact. * Interacting on a professional level with colleagues, establishing and maintaining good working relationships to promote development and effective delivery of the Early Years Foundation Stage curriculum and maximise children’s achievement. * To be reflective leader, displaying professionalism and commitment to all areas of school life. * Model professional and productive relationships with all staff, parents, pupils and the wider community * Lead staff in developing productive relationships with parents of their form members * Lead staff in celebrating achievements and successes of pupils in your team   **Pupil progress**   * Use provided data to monitor the progress of individual and groups of pupils across the specified age range, and set and monitor appropriately challenging targets for improvement * Liaise with KS1 leaders to ensure curricular continuity and progression. * Take part in and help organise parents’ evenings to ensure the effective communication of pupils’ wider progress * Arrange and promote a variety of activities within and across the form groups to promote team identity * Prepare and hold class and whole Early Years school assemblies as required * Providing parents/carers with information about Early years Foundation Stage in order to maximise involvement in the classroom and the learning process * Working alongside the Reception teachers and practitioners to record and evaluate children’s progress in the Early Years Foundation Stage as well as monitoring individual children’s progress and planning for their future needs   **Pupil behaviour**   * To operate behaviour management systems in line with the school’s agreed Behaviour Management Policy. * Monitor attendance and punctuality and intervene effectively * Keep reports of pupil behaviour and use these to intervene effectively * Make pro-active contact with parents & outside agencies to discuss pupil needs * Work with and lead/coach/mentor staff to ensure positive behaviour in lessons and beyond   **Pupil care, guidance and support**   * To promote a pride and collective identity in Biggleswade Academy and the wider community * Develop positive relationships with all pupils in the Early Years reception and pre-reception classes. * Keep in contact with parents of pupils in early years for positive as well as negative reasons. * Be pro-active to prevent bullying and support victims of bullying * To take the lead in developing, implementing and monitoring individual Pastoral Support Plans as required   **Other duties and responsibilities**   * Monitor the learning environment for pupils in early years. * Liaison with external agencies whose work relates to Early Years Foundation Stage. * To contribute to the school improvement plan, its implementation and review * To inform the Head of Early Years about the specific needs of the team, following this with required action, individually or collaboratively * To attend relevant meetings of and contribute to the work of the Care, Guidance and Support Team * To undertake any other duty as specified in the School Teachers’ Pay and Conditions Document or the Professional Standards for Teachers not mentioned in the above including contributing to and promoting school policies   *While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.*  Qualifications and Education Requirements   |  |  | | --- | --- | | Essential | Desired | | * Qualified teacher status * Evidence of continuing professional development of further professional study |  |   Experience   |  |  | | --- | --- | | Essential | Desired | | * Successful teaching experience in a primary setting * Successful teaching experience of teaching in EYFS * Experience of line managing and developing staff * Experience in monitoring and evaluating curriculum delivery * Experience auditing pupils’ progress across a year group |  |   Knowledge & Skills   |  |  | | --- | --- | | Essential | Desired | | * Ability to lead and support other staff within the Early Years team which impacts on standards and achievements. * Ability to formulate, monitor, evaluate and review teaching plans. * Ability to contribute to the collection, analysis and use of data on pupils’ progress and performance in order to raise standards. * Ability to deal with day-to-day issues while remaining focused on longer-term goals. * Has high expectations and standards of achievement and behaviour and ensures all pupils’ are actively engaged in their learning and make excellent progress * Good knowledge of the National Curriculum and the Literacy/Numeracy Strategies alongside the EYFS * Ability to use IT to develop children’s learning * Ability to build effective partnerships with parents/carers, to support pupils’ learning. * Is proactive in areas of responsibility. * A belief in pupil centred, active learning with an ability to engage, challenge and have high expectations of children. * Willingness to work collaboratively and supportively within an Academy team, making positive contributions to assessment and the School Improvement Plan. * Has high personal standards and high expectations of themselves and others. * Shows commitment and initiative. * Ability to manage time well and work under pressure whilst maintaining professionalism and enthusiasm. * Effective interpersonal, communication and presentation skills. * Willingness to take on appropriate delegated tasks relevant to the post. * Understanding of the need for confidentiality. | * Able to demonstrate strategic leadership of a year group * Demonstrate the ability to work closely with the SLT to achieve the vision and aims of the Academy * Proven success in raising standards within a year group | | | | | |
| Reviewed By: | C Harrowing | | Date: | December 2019 |
| Approved By: | S Flynn | | Date: |  |
| Last Updated By: | C Harrowing | | Date: | December 2019 |