**St. Andrew’s Catholic Primary School**

**Job Description – EYFS Leader**

**Post Holder:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **TLR:** Level 2a

In addition to the responsibilities of class teacher as set out in the appropriate job description and the school teachers’ pay and conditions document the EYFS Leader will also undertake the following duties and responsibilities.

**Responsible to:** The Headteacher

**Responsible for:** Leading the EYFS Phase

**Core purpose of the EYFS Leader**

* Provide leadership to staff as an outstanding classroom teacher.
* Share the task of managing the school; at all times striving to make our Mission Statement a reality.
* To support the vision, ethos and policies of the school and promote high levels of achievement in the Early Years Foundation Stage.
* Support the creation and implementation of the school improvement plan, especially as it relates to the Early Years Foundation Stage
* Evaluate the effectiveness of the provision in the Foundation Stage in close collaboration with the leadership team
* Be responsible for organising and managing teaching and learning in the Foundation Stage
* Take responsibility for the development and monitoring of the curriculum provision
* Support the Headteacher in the monitoring of the quality of teaching and children’s’ achievements, including the analysis of Early Years profile data
* Be responsible for the pastoral care of children, promoting independence and good behaviour, in accordance with school policies
* Ensure that parents are fully involved in their child’s learning and development and well-informed about the Foundation Stage Curriculum, their child’s individual targets, progress and achievement.

**TEACHING, LEARNING AND STANDARDS**

To be fully aware of and understand the duties and responsibilities arising from Keeping Children Safe in Education, July 2015 and “Working Together” in relation to child protection and safeguarding children and young people as this applies to the worker’s role within the organisation.

* To ensure that your line manager and school’s designated officer for child protection are made aware and kept fully informed of any concerns, which you may have in relation to safeguarding and/or child protection.

**LEADERSHIP AND CO-ORDINATION**

* Ensure effectiveness of delegated routines and systems for the day-to-day management of the Early Years Unit
* Establish and maintain positive working relationships across the Foundation Stage team
* Plan and lead weekly FOUNDATION STAGE team meetings
* Lead training and development activities for FOUNDATION STAGE staff and where appropriate whole school staff, and evaluate outcomes
* Provide support for all Foundation Stage staff
* Support staff in understanding and implementing local and national changes
* Work with the Headteacher, SLT and governors to evaluate and review EY policies, plans and priorities
* Take responsibility for the day-to-day running of the Foundation Stage, including the efficient management of resources and deployment of staff

**TEACHING, LEARNING AND STANDARDS**

* Work with staff to plan and provide for a creative, stimulating and quality curriculum for all children in the Foundation Stage which supports a range of learning styles and helps to develop children’s independence
* Ensure that all children in the Foundation Stage are able to learn to the best of their ability
* Ensure that the requirements of the Foundation Stage are met, including arrangements for assessment and moderation
* Liaise with staff and other professionals within and beyond the school
* Lead and develop assessment practices in the Foundation Stage, taking account of current initiatives
* Ensure the progress of children in the Foundation Stage is rigorously monitored through analysing data and contributing to progress meetings to ensure all children make accelerated progress
* To plan interventions across the Foundation Stage to ensure we narrow the gap
* Share and model outstanding Foundation Stage practice

**LEADERSHIP AND CO-ORDINATION**

Take responsibility as agreed for:

1. the teaching staff in an area/subject of responsibility for which the Early Years Leader is responsible
2. Supply teachers for Early Years – to ensure that they have the information they require and that the school obtains value for money.
3. To support the induction of new staff in the Early Years Unit
4. Ensure the economical and orderly use of all shared resources in the Early Years Unit.
5. Plan, manage and record the use of personal release time so that it is used efficiently for the purpose of undertaking the responsibilities entailed in this post.

**Performance Review**

* Assist the Headteacher/SMT in monitoring and reviewing the performance of the school to achieve its agreed aims within the framework of Education Acts in force, the school’s own Mission Statement, and its Improvement Plan.
* Take a lead in reviewing the practice of a section of the teaching staff; and to advise on target-setting.

**Personal Professional Improvement**

Engage in relevant, personal, professional improvement to ensure the continuing updating of the management knowledge and expertise required for the effective discharge of the responsibilities of this post.

To undertake such other duties as may from time to time be reasonably required by the Headteacher/SMT and to delegate tasks to other school leaders as necessary.

EYFS Leader

Person Specification

I = interview

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| --- | --- | --- |
| **Qualifications, Skills and Qualities** | **Essential/ Desirable** | **How Assessed** |
| **Experience**  Can demonstrate: |  |  |
| QTS with at least 2 years of experience | E | I |
| High standards of attainment and achievement in EYFS of pupils within their remit | E | I |
| Evidence of continuous and recent professional development | E | I |
| **Expertise**  Can demonstrate: |  |  |
| They are an outstanding EYFS teacher | E | I |
| They have experience in raising levels of attainment over time | E | I |
| Knowledge of effective strategies to improve teaching across the phase | E | I |
| A track record of participating in the wider aspects of school life | E | I |
| Ability to teach a range of subjects | D | I |
| **Abilities**  Can demonstrate: |  |  |
| They will advocate the ethos and values of St. Andrew’s | E | I |
| They can positively influence staff, pupils and other stakeholders | E | I |
| They can think ‘outside the box’ | E | I |
| They can lead and develop a growing team | E | I |
| They can deal with the unplanned | E | I |
| They remain optimistic | E | I |
| They act sensitively | E | I |
| They seize opportunities for St. Andrew’s | E | I |