

EARLY YEARS FOUNDATION STAGE LEADER (Shared TLR)

Salary Grade: TEACHER MAIN SCALE OR UPS + TLR2

Responsible to: Assistant Headteacher (Relationships and Regulation)

'Together We Can: Setting Firm Foundations for the Future'

It is our vision to spark deep curiosity, awe and a wonder for learning. We aim to provide a creative and immersive environment which is communication and experience rich.

Our students are nurtured to develop independence, confidence and resilience through an interest focused, explorative approach - setting firm foundations for future learning.

Core Purpose of Role

This job description should be read in conjunction with the Current School Teachers' Pay and Conditions Document, which forms the basic job description for a Class Teacher. This job description specifies those tasks and duties that are particularly relevant to the post of Early Years Foundation Stage Leader.

There are 3 distinct elements to the role.

1. As an effective teacher.
2. As a phase leader.
3. As a member of the School Middle Leadership Team (SMLT).

Teaching Responsibilities:

- Deliver and monitor the delivery of an EYFS curriculum appropriate to the students' needs as agreed within the school.
- Contribute to the continuity and appropriate development of students' experiences.
- Follow school processes for recording and reporting student progress
- Identify students in need of individual support and interventions, make appropriate referrals and provide information and reports as required in support of this.
- Maintain good communication with parents / carers through direct contact and utilise the systems put in place by the school.
- Prepare records, reports and individual plans for students as appropriate, participating in parents' / carers' evenings and meetings as required.
- Maintain a teaching timetable up to, but not exceeding the maximum proportion of a weekly timetable, as set out in the current School Teachers' Pay and Conditions Document.
- Record learning outcomes, maintain assessment records and provide progress reports as required.
- Take responsibility for a safe classroom environment, observing Health and Safety and Child Protection policies as appropriate.

Brooke School is committed to safeguarding and promoting the welfare of students. All staff are expected to share and demonstrate this commitment.

- Work in partnership with school staff, other professionals and parents/carers to ensure that procedures for managing the educational, pastoral, personal, social and health related needs of students are managed holistically and effectively.

SPECIFIC RESPONSIBILITIES – EARLY YEARS FOUNDATION STAGE

In collaboration with the Senior Leadership Team, provide professional leadership and management of the Early Years Foundation Stage (EYFS), both within this specialism and across the curriculum, in order to secure high quality teaching, the effective use of resources and improved standards of learning and progress for all students this post will:

Provide Strategic Direction:

- Provide vision, direction and leadership of Early Years
- Develop, implement and maintain policies and practices for EYFS students (including all statutory elements) which reflect the School's commitment to maximising progress and achievement, and which are consistent with national, local and school priorities.
- Monitor and evaluate the impact of policies, practices, etc 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 high quality early education that improves outcomes and narrows the gap between our students with Special Educational Need and their peers beyond Brooke School.
- Promote developmentally appropriate balance between learning through play, providing learning activities which will challenge and develop, and achieve preparedness for Year 1.
- Keep abreast of latest developments and research including training opportunities for staff to enhance their subject knowledge.
- Network with other subject leaders in other SEN and mainstream schools, including hosting and attending moderation events.
- Ensure the successful development and implementation of high quality, developmentally appropriate, inclusive learning environments in the EYFS which promote a balance between learning through play.
- Work in partnership with senior leaders in the cycle of school evaluation and development planning
- Work with colleagues in external settings and in Year 1 to ensure high quality transitions between phases
- Ensure the Early Years meets the criteria for a successful Ofsted inspection
- Communicate effectively with parents to ensure that they are well informed about the EYFS curriculum, attainment and progress and are fully engaged as partners in the EYFS
- Assist in the recruitment and selection of teaching and support staff.

Curriculum and Teaching & Learning

- Lead the EYFS team in the development and delivery of a creative and stimulating EYFS curriculum.
- Evaluate the quality of teaching for students within the EYFS and set targets for improvement.
- Provide guidance to staff on a choice of appropriate teaching and learning methods / styles.

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- Ensure that schemes of work are developed appropriately to meet the needs of students within the EYFS.
- Monitor short, medium and long term plans to ensure effective access to the whole curriculum for students working within the EYFS.
- Map the EYFS curriculum with clarity on Intent, Implementation and Impact
- Monitor and maintain records of teacher and TA performance
- Plan and deliver relevant training with the support of the wider School Professional Development Programme
- Develop subject knowledge across the school, in order to enhance learning and teaching for students within the EYFS.
- Work closely with other subject leaders and coordinators to ensure that planning and delivery maximises outcomes for students in the Early Years Foundation Stage.

Assessment and Teaching & Learning:

- Work with the EYFS team to ensure that the requirements of the EYFS are met, including arrangements for assessment and moderation.
- Develop and implement systems for assessing and recording individual student's starting points and their progress against these.
- Evaluate the standards of progress (overall and for groups of students) against national guidelines; plan and implement strategies to address any concerns raised.
- Review and evaluate the assessment management system to ensure it remains an effective tool that allows for precise tracking of children's progress
- Monitor the progress made and evaluate the impact of teaching and learning.
- establish the process of the setting of targets within the EYFS and work towards their achievement
- Manage the collection of Student data in the EYFS
- Produce reports on performance data for Headteacher as required
- Ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.

Special Note: Where the role is shared the expectation would be that each leader has a teaching responsibility along with Strategic Direction, the role will then split with one person taking the lead on Curriculum and Assessment and the other on Resources and Staff. The decision on who will lead on the different aspects can be discussed in line with strengths as identified during the application and interview process.

The specific needs of the post are likely to vary according to the changing needs of the school and the post holder should be prepared to accommodate changing duties and demands as may be reasonably made by the Headteacher.

Signed _____
Post Holder

Date

Signed _____
Headteacher

Date

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