EYFS LEADER

JOB DESCRIPTION

MAIN PURPOSE:

In addition to:

- Fulfilling the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document
- Meeting the expectations set out in the Teachers' Standards

The EYFS leader, under the direction of the headteacher and deputy headteacher, will take lead responsibility of the EYFS to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all
- A coherent approach to transition

- community
- Serve in the best interests of the school's pupils

DUTIES & RESPONSIBILITIES:

Strategic Direction

Under the direction of the headteacher or deputy headteacher, the EYFS Leader will:

- Develop and implement policies for the EYFS in line with our school's commitment to high-quality teaching and learning
- Have a good understanding of how well the EYFS is being delivered and the impact on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the EYFS
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values
- Consult pupils, parents and staff about the EYFS and its effectiveness, and assess the feedback against the school's distinctively Christian vision and values
- Work with the special educational needs coordinator (SENCO) and external agencies to ensure the curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities.
- Work with subject leaders to understand how their subject is developed at the EYFS

- Liaise with the local schools, both within the Local Authority and Diocese, on EYFS-related projects and activities
- Share outstanding EYFS practice, knowledge and expertise throughout the school as appropriate

Leading the Curriculum

- Develop and review regularly the vision, aims and purpose for EYFS
- Monitor changes to EYFS teaching, learning and school improvement, and share with staff as appropriate
- Oversee the planning of a curriculum that:
    - Is diverse and inclusive
    - Meets the needs of all pupils and the requirements of the EYFS framework
    - Is well sequenced to promote pupil progress towards the early learning goals (ELGs)
    - Is effectively and consistently implemented across the EYFS
- Make sure there is an effective system of assessment that meets the requirements of the EYFS framework and tracks the progress of pupils to check the curriculum has a positive impact on learning
- Have an overarching responsibility for pupils' achievement and standards in the EYFS

Leading and managing staff

- Hold regular team meetings on the EYFS to keep staff informed of developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the EYFS
- Monitor teaching and learning to assess how well the EYFS is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the EYFS
- Take a leading role in inducting new EYFS staff and making sure they uphold expected values and teaching standards
- Coach and model team teaching
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
- Monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate

Efficient & Effective Deployment of Resources

- Provide support with textbooks and library books in the EYFS
- Create a safe, welcoming environment and take care of the classroom accommodation
- Audit the indoor and outdoor learning spaces in the EYFS to evaluate the quality of the overall learning environment

- Ensure resources used are diverse, inclusive and accessible
- Provide support with classroom displays for the EYFS across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Support continuous provision in the EYFS, which allows pupils to play independently and gives them a sense of ownership over their environment
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the EYFS budget effectively to ensure it is spent on resources that add value and enhance the learning experience
- Prepare appropriate resources for remote learning to ensure the EYFS can be delivered at home

Staff management and professional development

Under the direction of the headteacher or deputy headteacher, the EYFS Leader will:

- Performance-manage middle leaders, including carrying out appraisals and holding staff to account for their performance
- Manage staff well, with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs

EYFS LEADER

PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications and training	• Qualified teacher status • Degree • Appropriate National Professional Qualifications is desirable, as is any appropriate professional development for a leadership role.
Experience	• Appropriate leadership and management experience in a school, such as subject leadership. • Extensive experience of teaching in EYFS. • Involvement in contributing towards developing the quality of provision within EYFS.
Skills and knowledge	• Expert knowledge of the EYFS statutory framework and handbook • Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve • Awareness of local and national organisations that can support delivering the EYFS • Ability to build effective working relationships with staff and other stakeholders • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Good IT skills • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others
Personal qualities	• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding, equality, diversity and inclusion