

**The Heights Primary School**

**Early Years Foundation Stage Leader Job Description**

Responsibility: The EYFS Team leader will be responsible to the Headteacher and Assistant Headteacher

The post holder will agree major objectives with the Headteacher and Assistant Headteacher. These objectives will include:

1. Be well informed of the Early Years Foundation Stage Curriculum (2012) and ensure that all staff in the Early Years are kept up to date with statutory documents.

2. Establish and exercise a clear leadership and management role in relation to:

-ensuring high levels of progress and attainment for EYFS pupils,

-making sure that staff are motivated and dedicated in their roles so that all children are receiving excellent provision.

3. Develop whole school policies and programmes to meet the needs of all EYFS pupils.

4. Continue to review and develop practice in the Early Years Foundation Stage at The Heights School towards creating ‘outstanding’ provision for all learners.

5. Take a lead in the assessment of and for learning, moderation of work, input of assessment data into learning ladders and analysis of all data in the EYFS.

6. Manage the ordering and distribution of all resources required in the EYFS.

A. Leadership and Management of the Early Years Foundation Stage

 Actively promote the aims, policies, equality policies and procedures of the school.

 Work with and support the Headteacher and Assistant Headteacher leading and managing an effective Early Years Foundation Stage at The Heights Primary School.

 As part of the Senior Leadership Team, be responsible for effective and efficient practice in the EYFS.

 Devise an Action Plan for EYFS organisation and curriculum as part of the School Development Plan. Monitor its effectiveness and evaluate its impact with the Senior Leadership Team and Governors.

 Prepare reports on EYFS progress and achievement for presentation to the Curriculum Committee and main Governors meetings.

 Respond to Assessments and other Data including EYFS Profiles; set targets on the School Development Plan with the Headteacher and Assistant Headteacher and also for specific groups of pupils as necessary.

 Ensure good to outstanding progress in all areas of the EYFS curriculum.

 Play a leading role in whole school events such as special events, book week, visits and assemblies.

 Be a mentor for less experienced teachers (including NQT’s) and support staff within the EYFS.

 Admissions – As the team leader:

1. Work with the Office staff to ensure pupils are admitted to Reception according to the policies and procedures set out by the school.

2. Ensure pupils are welcomed, settle quickly and happily into school life and make a good start to their school life learning.

 Welcome new parents and ensure they understand school policies.

Promote good communication with parents through parent planners, meetings, talks, the ‘wow board’ and displays.

 Liaise with the KS1 team leader and ensure good transition for pupils from Reception to Year 1.

B. Lead and Manage:

* To lead staff in assessing pupils according to the EYFS profile.
* Take an active part in promoting assessment for learning, good record keeping, learning journeys/profiles and assessments in the EYFS.
* Lead and develop an effective EYFS team by:

1. To attend a weekly Leadership meeting to work with the Headteacher and Assistant Headteacher to drive forwards the strategic aims of the school and the objectives in the School development Plan.

2. Informing them of and working with them on the EYFS curriculum and its expectations.

3. Establishing clear expectations and constructive working relationships.

4. Promoting good team working and mutual support.

5. Delegating tasks as appropriate.

6. Evaluating practice and leading the development of practice.

7. Motivating teachers and support staff in delivering quality in teaching and learning experiences and in the indoor and outdoor classroom provision.

Policies

Develop and Review the schools Policies for the EYFS Stage and information for parents.

Professional Responsibilities and Staff Development

 Lead staff meetings, workshops and activities for teachers and support staff regarding the EYFS.

 Induct new members of staff and supply teachers into the school’s policies and guidelines.

 Model Lessons and advise staff on good practice.

 Lead by being an example of an excellent practitioner.

 Keep abreast of new thinking and practice, by attending courses and in service sessions and reading relevant literature relating to the Early Years.

Displays and Environment

 Organise and co-ordinate displays of pupils’ work with support staff in order to show recognition and affirmation to the pupils and also provide ideas for colleagues and information for parents.

 Create a stimulating environment for learning across the Early Years Foundation Stage, in classrooms, corridors and shared spaces.

Monitoring Quality of Teaching and Learning through:

 Classroom observations and learning walks.

 Monitoring of teacher’s planning.

 Scrutinising pupils’ work.

 Checking appropriateness of the content, progression and continuity between classes.

 Ensure consistency in feedback to the pupils, marking and responding, and standards of presentation and learning.

Evaluate learning through:

 Rigorous tracking of pupil progress.

Resources and equipment

 Be responsible for the organisation, management and provision of resources for the EYFS with the support of Office Staff and teaching assistants.

 Plan and manage the Curriculum Budget for the EYFS in liaison with the Assistant Headteacher.

Behaviour and Attitude

 Model and promote good attitudes to learning and good behaviour in all pupils in the Reception.

 Work closely with Headteacher and Assistant Headteacher to develop and implement an effective Behaviour For Learning Policy which includes good behaviour in both indoor and outdoor learning and at lunchtimes.

Attendance

Liaise with the EYFS staff team and the Assistant Headteacher to ensure patterns of good attendance and punctuality are established early on and maintained in the EYFS.

C. Teaching and Learning

 Be responsible for the teaching of an EYFS class, developing a stimulating and challenging learning environment which secures effective learning and assessment and provides high standards of achievement.

 To use the environment effectively to provide first hand experiences to develop key skills.

 Take responsibility for the development and monitoring of the curriculum provision throughout Reception, liaising appropriately with key area/subject leaders, class teachers and subsequent key stage leaders.

1. Planning

 Plan and prepare work for the pupils in accordance with the EYFS and School Policies, appropriate to the needs, interests, experience and existing knowledge of the pupils in the class.

 Involve the support staff in planning and preparation where appropriate.

2. Setting and supervising work

 Teach a class, or classes, sets, groups or individual pupils, and to set tasks to be undertaken both at school and elsewhere.

3. Marking and Recording

 Mark and assess pupils’ work, and record their development, progress and attainment, having regard to the requirements of the EYFS, the school Marking Policy and to inform future planning and to ensure differentiation.

4. Behaviour and Relationships

 Maintain good order, behaviour and respect for others.

 Promote understanding of the school’s rules, vision and core values.

 Safeguard health and safety.

 Develop relationships with and between pupils to support their learning.

5. Communication with parents

Build and maintain co-operative relationships with parents, and to communicate with them on pupils’ learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

6. Displays and environment

Maintain an attractive and stimulating interactive learning environment, and to contribute to displays in the school as a whole.

7. Overall policy and review

Take part in whole-school reviews of policy and aims and in the revision of formulation of guidelines.

8. Reports

Provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils, having regard to the requirements of the Early Learning Goals and the EYFS Profiles.

9. Review

Evaluate and review own teaching methods, materials and schemes of work and to make changes as appropriate.

10. Professional Development

Keep-up-to-date with current educational thinking and practice both by study and by attendance at courses, workshops and meetings and to participate in national or local arrangements for appraisal of staff performance.

11. School life

Be an active and supportive member of the school life.

12. Equality policies

Ensure that subject-matter and learning resources reflect school policies on equality and that the implications of these policies are borne in mind in relation to all tasks and duties listed above.

13. Safeguarding

To ensure that all EY staff are fully aware of the school’s safeguarding and child protection policies and are following the correct procedure when necessary.

*This job description is an outline of the key areas of responsibility. It may be added to and/or adapted to meet the needs of the school.*

Job description read and signed by:

EYFS Leader

Headteacher

Date: