



# Meryfield Community Primary School



## EYFS Leader Job Description

### School vision and mission

Our vision is: **to be a school community where children wake up every morning buzzing with excitement at the thought of another day of irresistible learning.**

Our mission is: **to give all Meryfield children the skills and confidence to open doors to opportunities throughout their lives.**

This encapsulates the ethos of the school where we place high expectations on all learners and support them academically as well as personally to achieve their very best.

### Employment details

Job title:	EYFS Leader with Class responsibilities
Reports to (job title):	Head Teacher
Hours of work:	Full time
Level	MPS 5 - UPS (depending on experience)

### Main duties/responsibilities

#### Purpose of the job

- To provide leadership, direction and management to ensure sustained improvement of the Foundation Stage.
- To share in and support the leadership of the school as a member of the Senior Leadership Team.
- To help lead the school in the policies and practices of continuous school improvement and staff development in relation to the Early Years Foundation Stage.

#### Main Duties

- Take overall responsibility for the quality and standards of teaching and learning across the Foundation Stage, this to include providing analysis and reports to the Senior Leadership Team, county advisors and governors as required.
- To keep up to date with current developments in teaching and learning and in school improvement in the Early Years Foundation Stage and to share this with staff.

- To help to formulate the aims and objectives of the Early Years Foundation Stage and policies for their implementation.
- To play a major role in the development of high quality teaching and learning in the Early Years Foundation Stage. This will include the monitoring of curriculum planning and the giving of feedback and advice as well as assisting and supporting colleagues with the planning and delivery of a differentiated curriculum.
- To lead the Early Years Foundation Stage team in the delivery of a creative and stimulating curriculum.
- To seek ways of sharing good practice in the Early Years Foundation Stage and to ensure dialogue about teaching and learning amongst school staff.
- To ensure that the requirements of the Early Years Foundation Stage including arrangements for assessment and moderation are met.
- To ensure appropriate support for individuals and groups of pupils based on assessment data.
- To ensure that all the children in the Early Years Foundation Stage are able to learn and achieve to the best of their ability.
- To monitor and evaluate the impact of the policies, practices, targets and priorities in the Early Years Foundation Stage, identifying developments needed and working with the Head, Deputy and the Leadership Team to achieve them.
- To ensure curricular policy development is focused on continuous improvement.
- To share in and support the strategic leadership of the school and to bring out the potential for leadership in others.
- Make a significant contribution to the school's leadership tasks as a member of the Senior Leadership Team.
- To work in partnership with the Head, Deputy and members of the Senior Leadership Team in the cycle of planning, implementation, review and evaluation of the School Plan.
- To work in partnership and fully support the Head Teacher in the implementation of school policies and practices and in the development of the school.
- To be an excellent role model of outstanding practice to all staff.
- To teach pupils across the Early Years Foundation Stage and to have class teacher responsibility for one class.
- To work alongside the SLT to ensure that the safeguarding policy is followed and the statutory requirements are maintained.
- To act as a line manager for all staff in the Foundation Stage.
- To actively develop relationships with parents and the wider community, including pre-schools and nurseries.
- To manage the day to day staffing of the Foundation Stage.

### • Strategic Leadership

- To promote and support the principle that all class based staff are leaders of learning.
- Have high expectations of all pupils and support staff.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.
- Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents.
- Help develop a highly effective Early Years team through effective systems: attend regular staff and phase meetings to ensure good communication, consistency in practice and good pupil progress.

## Wholschool/Other

- Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.
- Be aware of and support difference and ensure that the school's equalities and diversity policies are followed.
- Show a commitment to work outside directed time when required.
- Contribute to and provide evidence for the school Self-Evaluation Summary.
- Contribute activities are required to support the School Development Plan.
- Develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.

*The above duties are not exhaustive, and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Head Teacher.*

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools' policies and practices. Meryfield Primary school recognises that all individuals have fundamental human rights and therefore adopts a rights based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion. We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying equal opportunity within school.

### Person Specification: EYFS Leader

	<b>Essential</b>	<b>Desirable</b>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• A record of excellent classroom practice in the Early Years Foundation Stage</li> <li>• Involvement in the implementation of whole school initiatives</li> <li>• Experience of effective involvement of parents in their children's education</li> <li>• Successful implementation of quality assessment techniques to inform teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum leadership and management</li> <li>• Involvement in preparation and administration of assessments</li> <li>• Involvement in monitoring the quality of Teaching and Learning</li> <li>• Leading and delivering training</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Primary Teacher status</li> <li>• Recent relevant CPD.</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified Primary Teacher status with early years focus</li> <li>• Evidence of further professional development in Early Years Foundation Stage</li> <li>• Recent relevant CPD in relation to EYFS</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.</li> <li>• Commitment to the protection and safeguarding of children and young people</li> </ul>	

	<ul style="list-style-type: none"> <li>• Willingness to co-operate and work with relevant agencies to ensure the appropriate safeguarding of children</li> </ul>	
<b>Knowledge, Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal and communication skills at all levels</li> <li>• Ability to secure high standards of pupil achievement and behaviour in the Early Years Foundation Stage</li> <li>• The ability to demonstrate a positive attitude and to develop and maintain positive and supportive professional relationships with children, staff, parents and governors</li> <li>• Ability to work as part of an effective leadership team</li> <li>• A thorough knowledge and understanding of how children learn in the Early Years Foundation Stage and how learning at this stage affects pupils' future learning</li> <li>• Ability to provide a broad, balanced, relevant and creative Early Years Foundation Stage curriculum</li> <li>• Ability to influence the quality of teaching and learning</li> <li>• Ability to inspire, lead and motivate the children and staff in the pursuit of excellence</li> <li>• A thorough grasp of current educational issues</li> <li>• Ability to analyse, understand and interpret Early Years Foundation Stage performance data</li> <li>• Secure working knowledge of the EYFS, the National curriculum and their assessment, recording and reporting requirements</li> <li>• Excellent organisational and time management skills and an ability to prioritise effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of parental involvement to improve quality of children's learning</li> <li>• Evidence of managing the performance of staff</li> <li>• Evidence of successfully inspiring and challenging others to raise performance and standards</li> <li>• Ability to develop staff and manage their performance</li> <li>• Confident user of ICT &amp; evidence of the strategic use of data</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to maintain confidentiality</li> <li>• Commitment to personal and professional development</li> <li>• Excellent interpersonal skills</li> <li>• Commitment to equal opportunities</li> <li>• Positive, energetic, enthusiastic and resilient, thrives on challenge</li> <li>• Ability to maintain confidentiality</li> <li>• Commitment to whole school improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continual professional and personal development</li> <li>• The ability to effectively lead a team of teaching and support staff</li> </ul>