

## Job Description:

Responsible to:	Head of School
Job Type:	Permanent
Grade:	Main to Upper Pay Scale + TLR 2.1
Hours per week:	32.5
Working weeks:	52
Location	<sup>1</sup> Shrivenham CE Primary School

### Core Purpose

The Early Years Leader, under the direction of the Head of School, will:

- Lead, develop and maintain an ethos and provide educational vision and direction which secures good or better teaching and learning which leads to strong outcomes for children in Early Years
- Support, develop and coach effective teaching and learning across the early years, so that both schools has consistently good or better provision, teaching and pupil outcomes, particularly for vulnerable groups.
- Challenge and support leaders and managers in early years settings to review and improve the quality of the provision and to raise all children's achievements
- To analyse, monitor and appraise practice and provision in settings as part of the Early Years quality improvement process.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
- Lead in the promotion of a professional, caring and supportive atmosphere with the school

### Strategic Development and Provision

- Help to develop a highly effective Early Years team through effective leadership and management
- Have a strategic overview of effective early years provision, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to the provision and aims for Early Years education
- Ensure that relevant Early Years policies are put into practice, and that the objectives of these policies are reflected in the school improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice

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- Assume an active role on the SLT.
- Lead, develop and enhance teaching practices of others
- To have due regard to the requirements of the National Curriculum and the National Standards for Teachers

## **Leadership and Management**

- Work with the Executive Head and the Heads of School to ensure schools meets its responsibilities for Early Years under the Early Years Framework
- In partnership with the school leadership team, support the implementation of a creative, rich and exciting early years provision.
- To work with leaders and managers to monitor, evaluate the quality of early years provision and take action as necessary
- Contribute to the school improvement plan and whole-school policy
- Identify training needs for staff and develop plans on how to meet these needs
- Lead INSET for staff
- Prepare and review information the governing board is required to publish
- Promote an ethos and culture that supports the school's EYFS, Curriculum, Teaching and Learning and Assessment Policies
- Support subject co-ordinators to understand and implement a progressive curriculum across the school, including EYFS.

## **Relationships with Parents/Carers and the wider community**

- To develop systems and activities that supports families with the induction and well-being of their child when they arrive in Early Years, particularly those children and families that are deemed more vulnerable
- Ensure that there are systems and processes, so parents are well-informed about their child's attainment and progress.
- To ensure there is an effective partnership with parents and help them understand how they can support their child's learning and personal development.
- Develop workshops and events so that parents are involved the learning process
- Develop effective relationships with the community; make meaningful connections with our other childcare providers and their parents

## **Safeguarding**

- FLT is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.
- The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on, ethnicity, gender, transgender, age, disability, sexual orientation or religion.

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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

*Cambrian Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) as part of their job role.*

## Qualifications and Experience

Qualities	Essential/Desirable
<p><b>Qualifications and Experience</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS) with evidence of strong classroom practice</li> <li>• Degree-level qualification</li> <li>• Evidence of sustained professional development in Early Years pedagogy, curriculum, assessment, or child development</li> <li>• Commitment to ongoing leadership development, including training relevant to EYFS, safeguarding, and inclusion</li> <li>• Willingness to undertake DSL/safeguarding training in line with school expectations</li> <li>• Additional leadership qualifications (e.g. NPQ in Early Years or Leadership)</li> </ul>	<p>E E  E  E  E  D</p>
<p><b>Knowledge, Skills and Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Excellent classroom practitioner, able to model high-quality EYFS teaching</li> <li>• Ability to lead and inspire a team, promoting high expectations and consistency</li> <li>• Strong communication and interpersonal skills with staff, families, and external partners</li> <li>• Ability to analyse data, identify trends, and plan targeted interventions</li> <li>• Ability to lead training and INSET to support staff development</li> <li>• Strong organisational skills, including monitoring, record keeping, and evaluation</li> <li>• Ability to contribute to whole-school strategic planning</li> <li>• Ability to create a nurturing, inclusive, and stimulating EYFS environment</li> <li>• Strong understanding of the EYFS Statutory Framework, including assessment, curriculum, and safeguarding requirements</li> </ul>	<p>E  E  E  E  E  E  E  E</p>

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<ul style="list-style-type: none"> <li>• Deep knowledge of child development, early language acquisition, and early reading</li> <li>• Understanding of inclusive practice, including strategies for supporting disadvantaged pupils and those with SEND</li> <li>• Knowledge of effective behaviour and pastoral approaches appropriate for early childhood</li> <li>• Understanding of safeguarding responsibilities, including early identification of concerns</li> <li>• Awareness of national and local initiatives affecting Early Years provision</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Successful teaching experience in EYFS, demonstrating excellent outcomes for children</li> <li>• Experience contributing to curriculum development within EYFS or across the school</li> <li>• Experience analysing pupil data to inform planning, provision, and intervention</li> <li>• Experience working with parents, carers, and external agencies to support children’s development and wellbeing</li> <li>• Experience supporting colleagues through modelling practice, coaching, or leading training</li> <li>• Experience supporting children with additional needs (SEND, pastoral, behavioural)</li> <li>• Experience contributing to school improvement priorities</li> <li>• Experience leading a team or phase within EYFS</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Passion for Early Years education and belief in the importance of early childhood development</li> <li>• Commitment to safeguarding and promoting the welfare of children</li> <li>• Warm, caring, and supportive approach, modelling the school ethos</li> <li>• Reflective, proactive, and solution-focused mindset</li> <li>• Resilience and emotional intelligence in managing challenges</li> <li>• Commitment to equality, diversity, and inclusion</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p><b>Safeguarding &amp; Professional Standards</b></p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of statutory safeguarding responsibilities and early identification in EYFS</li> <li>• Commitment to professional integrity, confidentiality, and high standards of conduct</li> <li>• Upholds the school’s values, policies, and ethos consistently</li> </ul>	<p>E</p> <p>E</p> <p>E</p>

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