

JOB DESCRIPTION and PERSON SPECIFICATION

Early Years Leader

MPS/UPS + TLR

Responsible to: Head of School

Full Time

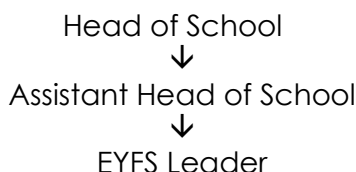
'Ordinary people - working together - achieving extraordinary things'

DIGNITY AT WORK: To show, at all times, a personal commitment to treating students and colleagues in a fair and respectful way. Giving positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assist in ensuring equal access to services and employment opportunities for everyone and promotes the School's Equal Opportunities in Employment Policy.

Purpose of the job:

To provide the vision and effective leadership that will enable the Foundation unit to develop further in conjunction with the Head of School and Senior Leadership Team. To make a significant contribution to the strategic development and direction of the Foundation Unit as a member of the Senior Leadership Team. To assist the Head of School in leading, motivating and enabling staff to provide the highest standard of education for all pupils. To provide assessment analysis from relevant sources to make a significant contribution to school self-evaluation and school improvement. To work to support the aims and ethos of the school and hold the highest professional standards themselves.

ORGANISATION CHART:



- Support the policies, ethos and vision of the school and actively promote high levels of achievement in the early years stage.
- Contribute to the leadership management of the school.
- Formulate and promote the aims and objectives of the early years stage.
- Seek and implement areas for school improvement and the development of staff with regards to early years.
- Evaluate the effectiveness of the provision in early years in close collaboration with the senior leadership team.
- Lead the early years team in the planning and delivery of a creative and stimulating curriculum.
- Ensure the curriculum supports a range of learning styles and develops children's independence.
- Take responsibility for high quality teaching provision throughout the early years stage.
- Secure high quality outdoor learning across EYFS Ensure curricular policy development is

focussed on continuous improvement. Ensure all early years pupils are able to learn and achieve to the best of their various abilities.

- Ensure the requirements for the early years stage, including the arrangement of assessment, are met.
- Monitor the progress of pupils and report evaluated data to the headteacher.
- Work in partnership with the leadership team to monitor the success of the teaching of the curriculum and manage areas for improvement.
- Organise opportunities for pupils in the early years stage which are appropriate to the curriculum. Share and model outstanding practice.
- Work with the senior leadership team to ensure the successful implementation of school policies and procedures.
- Establish and maintain positive working relationships with all members of staff.
- Provide support and guidance for members of the early years team. Lead all training and development activities and evaluate the outcomes.
- Organise and manage the day-to-day running of early years teaching, including efficient use of teaching resources.
- Plan and lead weekly early years meetings and ensure effective communication with staff.
- Support the senior leadership team in the performance management of staff in the early years department.
- Assist the senior leadership team in the review and evaluation of early years policies and procedures. Support and lead the induction process for new members of staff.
- Lead the school through external accreditations, in particular the early years quality mark.
- Stimulate colleagues and pupils alike, by creating a supportive, challenging and positive environment.
- Manage own professional development by attending training opportunities such as in-service training.
- Keep up-to-date with current thinking and progression in early years.
- Develop and maintain effective relationships with parents, colleagues, the local governing body, the local community and other schools within the MAT.
- Develop and maintain links with the LA advisory and support services.
- Actively communicate with the local community for opportunities to extend the curriculum and enhance teaching and learning in early years.
- Ensure parents are well-informed about the curriculum as well as their child's progress and targets. Provide necessary information to the local governing body to ensure it meets its responsibilities. Communicate any local and national changes to members of early years staff.
- Liaise with other colleagues to ensure a smooth transition for all pupils from early years to Key Stage 1.
- Promote and safeguard the welfare of all pupils.
- Ensure a high standard of care for pupils is consistently maintained. Act as a role model for members of staff and pupils.

The post holder's duties must be carried out in compliance with the academy's policies and procedures including Child Protection Procedures and Equal Opportunities Policy, Information Security Policies, Financial Regulations and Standing Orders, the Health and Safety at Work Act (1974) and subsequent health and safety legislation.

This job description may be subject to change, following consultation between the post holder and the Academy.

The Trust is committed to safeguarding the welfare of its students and the successful applicant will be subject to an enhanced Disclosure and Barring Service certificate and checks of the relevant barred list / prohibition lists.

Person Specification EYFS Lead

	Essential	Desirable	How Identified
KNOWLEDGE/QUALIFICATIONS			Application form/References/Interview Certificates
Qualified Teacher Status (QTS)	✓		AF/I/Cert
Educated to A-level or above, including a minimum of GCSE (or equivalent) grade C in maths and English.	✓		AF/Cert
Early Years Professional Status		✓	AF/Cert/I
Early Years Foundation Stage (EYFS) assessment, observation, planning and training.		✓	Cert
• Paediatric First aid training		✓	Cert
EXPERIENCE			
At least two years of classroom leadership and management experience, in an EYFS environment.	✓		AF/I/Ref
Demonstrable experience of monitoring and evaluating teaching.	✓		AF/I/Ref/Cert
Experience monitoring and recording pupils' academic development.	✓		AF/I/Ref
Experience working alongside a senior leadership team to develop the quality of teaching and learning within a school.	✓		AF/I/Ref
Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties.		✓	AF/I/Ref
Experience of "Tapestry" journals		✓	AF/I/Ref
SKILLS			
• In-depth knowledge and understanding of the national primary strategies, national curriculum and EYFS.	✓		AF/I
In-depth knowledge of current legislation and the application of such in schools.	✓		AF/I
An ability to take a lead role in innovative curricular development.	✓		AF/I
An understanding of curriculum and pedagogical issues in relation to EYFS.	✓		AF/I/Ref
Creative and stimulating teaching strategies which engage and motivate pupils.	✓		AF/I/Ref
Knowledge of the principles of good practice relating to staff supervision	✓		AF/I/Ref
An ability to identify problem areas and suggest appropriate measures for improvement.	✓		AF/I
An ability to analyse, understand, interpret and respond to school performance data.	✓		AF/I

An understanding of professional development opportunities for EYFS.	✓		AF/I
A clear understanding of how to monitor staff performance and communicate this to a senior leadership team.	✓		AF/I
An ability to maintain consistently high standards and ensure quality of teaching.	✓		AF/I/Ref
An ability to promote and sustain high standards for pupils.	✓		AF/I/Ref
A wide knowledge of educational terminology.	✓		AF/I
A clear understanding of child development and how this contributes to teaching strategies and learning styles.	✓		AF/I
BEHAVIOUR AND OTHER RELATED CHARACTERISTICS			
<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • A current enhanced Disclosure and Barring Service barred list check. • Excellent communication skills, both written and verbal. • An ability to engage effectively with parents/carers • Demonstrable leadership qualities, e.g. assertiveness, confidence, etc. • An ability to establish and maintain professional working relationships. • An ability to manage and prioritise a demanding workload, and that of others, if necessary. • An ability to manage change and stress as a member of the senior leadership team. • A high level of accuracy and attention to detail. • Excellent time management skills and organisation. • An ability to model good practice and engage in self-reflection. • An ability to think strategically and manage problems. 	✓		AF/I
<p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Flexible, reliable, enthusiastic and patient. • Inspiring and influential. • Able to take control, lead and manage situations. • Consistent in modelling good practice and behaviour. 	✓		AF/I

St Cuthbert's Roman Catholic Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and all staff are carefully screened prior to appointment.