



Fir Tree Primary School, Wallingford (Fir Tree Primary School from September 2026)

Job description: Early Years Foundation Stage (EYFS) leader

Job details

Salary: Main Pay Scale/Upper Pay Scale plus a fixed-term TLR3

Contract type: Full-time, permanent

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, will take lead responsibility of the EYFS to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all

Duties and responsibilities

Strategic direction

- 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 vision, values and aims
- Work with the special educational needs coordinator (SENCO) 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 multi-academy trust (MAT) 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, inclusive and takes into account the community the school serves
 - 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 colleagues 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 and effective deployment of resources

- › Create a safe, welcoming environment
- › 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
- › In partnership with school leaders, manage the EYFS budget effectively to ensure it is spent on resources that add value and enhance the learning experience

Person specification

CRITERIA	ESSENTIAL	DESIREABLE
Qualifications and training	<ul style="list-style-type: none"> • Degree • Qualified teacher status 	<ul style="list-style-type: none"> • Level 3 Safeguarding Qualification • A leadership qualification or evidence of undertaking leadership training
Experience	<ul style="list-style-type: none"> • Successful EYFS leadership or clear potential to take on a leadership role within EYFS • Significant teaching experience gained in Reception 	<ul style="list-style-type: none"> • Experience of coordinating a subject • Experience of sharing expertise in wider contexts
Skills and knowledge	<ul style="list-style-type: none"> • 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 • Detailed knowledge of guidance and requirements around safeguarding children • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others 	<ul style="list-style-type: none"> • A well-developed knowledge of the national educational landscape
Personal qualities	<ul style="list-style-type: none"> • Ability to use initiative and work proactively • A team player • An ability to lead, guide and motivate colleagues • Ability to uphold and promote the ethos and values of the school • Ability to work to clear deadlines and prioritise effectively • Maintain confidentiality at all times • Commitment to safeguarding, equality, diversity and inclusion • A keen sense of humour 	

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____