EYFS LEAD
JOB DESCRIPTION

Role Purpose:

In addition to the duties of a class teacher, to be responsible for the planning, teaching and learning within the EYFS; to be accountable for standards across the EYFS; to liaise with other key stage leaders where necessary; to ensure continuity and progression throughout the curriculum.

Key Accountabilities:
Reporting to the Headteacher

Teaching and Learning:

In addition to the role of class teacher, lead on:

- Evaluating pupils' progress, achievement and attainment, and report to the Senior Leadership Team/Head teacher
- Moderating with the EYFS team evaluate and consider next steps from the data including baseline data
- Being responsible to the Head for co-ordinating the work of the EYFS, supporting and advising as appropriate
- Monitoring the quality of teaching and learning, in line with the school policy. This may include lesson observations, monitoring of planning and scrutiny of pupils' work. Plot and present progress and next steps
- Reviewing long term planning to ensure coverage, progression and a range of learning experiences across the EYFS
- Supporting subject leaders in the development and implementation of curricular initiatives
- Overseeing responsibility for the coordination of pastoral care of pupils in the EYFS and working closely with all agencies in the community including the local Children's Centre
- Co-ordinating and overseeing the organisation of school visits and extra-curricular activities within the EYFS
- Liaising closely with the other key-stage leaders to ensure continuity and progression across the Key Stages and this includes planning the open days and transition sessions
- Monitoring the standards of behaviour and achievement within the EYFS
- Seeking partners who can support in the development of CPD which in turn impacts on the outcomes for children and staff

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- Line Managing all teachers in EYFS including undertaking their PM and assessing their files
- Managing and overseeing the application and the evaluation of the attendance policy in EYFS
- Managing and reporting on the EYFS resources
- Alongside Headteacher and office administrator, managing the YR intake strategy from marketing EYFS to the wider community, monitoring the number of applications and offers to the transition of the YR pupils in September

Leadership:

- Establish good relationships, encourage good working practices and support and lead and coach teachers in the EYFS.
- Plan, organise and chair regular departmental meetings.
- Oversee aspects of the key-stage organisation and management, including preparing agendas and chairing meetings, to ensure that school policies and practices are being delivered.
- Support and motivate support staff working within the EYFS.
- Lead by example in all areas of the EYFS curriculum.
- Liaise with EYPs/LSAs and outside agencies.
- Ensure that the SEND code of practice is fairly applied.
- Contribute to the School's Self-Evaluations and Development Plans.

Standards and Quality Assurance

- Support the aims and ethos of the school.
- Attend and participate in open/parent evenings.
- Uphold the school's behaviour policy and uniform regulations.
- Attend and participate in staff training.
- Participate in Continuing Professional Development with particular reference to EYFS issues.

Other duties and responsibilities

- Support and monitor any teachers on ITT in the EYFS
- Carry out any other reasonable duties as directed by the head teacher in conjunction with the leadership of EYFS or that of a class teacher.

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With the Headteacher

- Update the Head teacher and governing body on the effectiveness of provision for pupils across the EYFS to include in the annual school development plan.
- Have input into the target setting process for raising achievement for pupils across the EYFS and feedback to the Head Teacher.
- Monitor progress across the EYFS and ensure appropriate action plans are in place.
- Monitor planning to ensure individual needs are being met and interventions in place.
- Address underperformance using school policy and best practices.
- Consult with Early Help as necessary.
- Ensure that EYFS is carefully marketed through the website and to the wider community using Open Days and a strategically managed communication strategy.
- Collect, interpret and present assessment data.

Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

To undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to ***think big*** for yourselves and for the world around you;
- We want everyone to ***do the right thing*** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	• Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further

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	• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	• Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	• Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement	Assessed at
E – Essential	**A** – Application Stage
D – Desirable	**I** – Interview Stage
	P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Qualified teacher status or recognised equivalent	X		X	X	
	Degree in subject specialism	X		X	X	
	Evidence of continuous professional development	X		X	X	
	Additional relevant training in Safeguarding	X		X	X	
	Knowledge of National Curriculum requirements	X		X	X	X
	Knowledge of a creative range of pedagogic approaches to delivering your subject	X		X	X	X
	Knowledge of and/or ability to use technology to support student learning	X		X	X	X
Experience	Ability to teach 'good or outstanding' lessons	X		X	X	X
	Proven success in improving student outcomes	X		X	X	X
	Experience of teaching across the age and ability range	X		X	X	X
	Experience of implementing systems to support pastoral strategies as a form tutor		X	X	X	X
Skills	Effective classroom management	X		X	X	X
	Effective use of assessment date to inform appropriate teaching and learning and raise standards	X		X	X	X
	Ability to support staff and students in maintaining high standards	X		X	X	X
	Ability to form good working relationships with all staff	X		X	X	X
	Ability to encourage students in developing self esteem and respect for others	X		X	X	X

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