



**Job Title:** EYFS Learning Lead (Teacher)

**Pay Scale:** MPS/UPS

**Post Number:**

Headteacher in all cases.

**Responsible To:**

The postholder is also expected to interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum, with the aim of improving teaching and learning across the school, with particular reference to the Foundation Stage.

The post holder will also be expected to network and liaise across the multi academy trust group of schools and wider, to ensure continue a consistency of approach pertinent to the post.

**Responsible For**

- Lead the EYFS team, including Nursery
- Closely liaise with parents and guardians, professionals within Early Years Foundation Stage and the wider school, including fellow staff and colleagues from the Trust and external agencies (for example, health professionals and social workers).
- Motivate children's learning, both indoors and outdoors, encouraging learning through experience
- Ensure the smooth transition between Nursery and Reception and Reception to Year 1.

**Key Relationships/  
Liaison with:**

Senior Leadership Team, school community, Director Of Primary, SENCo

**Job Purpose:**

To provide leadership in the development and management of the teaching and learning of Foundation Stage pupils; to teach pupils within the school and carry out such other associated duties as are reasonably assigned by the Head teacher.

To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document.

**Occupational Standards:** QTS and Early Years Training

#### **MAIN DUTIES AND RESPONSIBILITIES:**

##### **Professional Responsibilities**

1. Implement and deliver an appropriately broad, balanced and relevant curriculum for pupils, incorporating the areas of learning for Early Years Foundation Stage in line with the policies of the school.
2. Facilitate, support and monitor the overall progress and development of EYFS pupils and designated groups of pupils.
3. Prepare and implement support plans for individual pupils.
4. Foster a learning environment and educational experience which provides pupils with the opportunity to fulfil their individual potential
5. Share in the development and review of the EYFS curriculum, teaching materials, methods of teaching and assessment in collaboration with the wider EYFS team.
6. Support and contribute to the school's responsibility for safeguarding children

### **Leadership and Management**

7. Advise the Headteacher and colleagues on the implementation of the Foundation Stage curriculum guidance and the Primary Strategy.
8. Co-ordinate and take day-to-day responsibility for the organisation and management of all staff involved in implementing the above.
9. Seek to ensure the effective use of the school's resources in the Foundation Stage.
10. Ensure issues surrounding the transition of pupils from the Foundation Stage are considered across the school.
11. Teach all areas of the foundation stage curriculum

### **Other Duties:**

12. Lead the EYFS team to plan, prepare and evaluate all aspects of EYFS provision
13. Provide pastoral care and support to children and providing them with a secure environment in which to learn
14. Develop and produce visual aids and teaching resources
15. Organise learning materials and resources, making imaginative use of resources
16. Assist with the development of children's personal/social and language abilities
17. Support the development of children's basic skills, including physical coordination, speech and communication
18. Encourage children's mathematical and creative development through stories, songs, games, drawing and imaginative play
19. Develop children's curiosity and knowledge
20. Work with others and contribute to the strong and experienced team ethos of the school, to plan and coordinate work both indoors and outdoors
21. Share knowledge gained with other practitioners and parents
22. Observe, assess and record each child's progress and prepare reports for external agencies
23. Attend in-service training
24. Ensure the health and safety of children and staff is maintained during all activities.
25. Keep up to date with changes in the curriculum and developments in best practice
26. Be adaptable and flexible

### **SPECIAL FACTORS:**

Subject to the duration of the need, the special conditions given below apply :

- (a) The nature of the work may involve the post holder carrying out work outside of normal working hours.
- (b) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (c) Expenses will be paid in accordance with the Local Conditions of Service.
- (d) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10<sup>th</sup> September 2012. Therefore **a DBS enhanced check is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.



Discovery is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Job Title: EYFS Learning Lead (Teacher)

Pay Scale: MPS/UPS

Post Number: Captains Close Primary School

<b>Qualifications &amp; Experience</b>	Qualified to degree level including Qualified Teacher Status
	Early Years training
	To have teaching experience of children under 5 and an understanding of transition from Nursery to Reception and Reception to Year 1
<b>Professional Knowledge and Experience</b>	Excellent Early Years Practitioner with a thorough understanding of the Early Years Foundation Stage and a commitment to the highest standards of teaching and learning
	A clear understanding of how young children learn and the ability to plan for effective and high quality teaching and learning in the Early Years
	An understanding of the principles and practices of observations, assessment and planning and how these can be used effectively to maximise pupil progress for all groups of children
	To have experience and understanding of working with children with SEND
	The ability to meet all children's needs to ensure every child makes good progress including those with English as an additional language and children with additional or complex needs or disabilities
	To be able to manage behaviour effectively using a range of positive strategies
	Experience of planning and organising an enabling learning environment inside and outside
	A positive approach to the outdoors and the ability to use the outdoor environment to support children across all areas of learning
	To lead by example through consistently high quality practice in all areas
	The ability to maintain professional and positive relationships with children, staff, parents and external agencies
	A clear understanding of how to teach phonics in the EYFS
	An understanding of how to adapt learning to provide appropriate levels of challenge so that all pupils make good progress
	The ability to use assessment information effectively to plan next steps for all children.
	To work collaboratively and supportively with colleagues within EYFS, the wider school, HEP schools and outside agencies
	The ability to lead and motivate a team of staff
	To be committed to continual personal and professional development. To be reflective and learn from past experiences
	To be committed to equality, diversity and the inclusion of all
To be able to communicate clearly both orally and in writing	

<b>Personal Characteristics</b>	Be reliable with a high degree of integrity
	Possess excellent interpersonal skills and be able to form effective working relationships
	Be well-organised, enthusiastic, energetic and flexible
	Be resilient and demonstrate the ability to work under pressure.
	Manage time effectively
	Value and respect the views of children
	Self-motivated and able to take initiative and responsibility
	Demonstrate a willingness to learn with and from colleagues
	Be proactive in maintaining own professional development and willing to seek help from others when needed
	A commitment to take part in all aspects of the life of the School, including meetings, training, special events and other activities as required
	Adhere to the Trust/School's code of conduct

**App = Application Form**

**Test = Test**

**Int = Interview**

**Pre = Presentation**

**Med = Medical Questionnaire**

**Doc = Documentary Evidence (E.g., Certificates)**