



JOB DESCRIPTION:

Early Years Foundation Stage Leader

Job title:	Early Years Foundation Stage Leader
Responsible to:	Principal/Aspire Executive Principal
Salary / Grade:	<i>Main Pay Scale / Upper Pay Range</i>
Actual salary:	
Working hours / weeks:	Full Time
Core purpose of the role:	<p>To provide leadership to the E.Y.F.S Team</p> <p>Provide guidance to colleagues, working closely with staff, parents and other agencies.</p> <p>Fulfil the professional responsibilities of a teacher, as set out in the School Teacher’s Pay and Conditions Document and meet the expectations set out in the Teacher’s Standards.</p> <p>Fulfil duties reasonably directed by the Principal.</p>

TRUST RESPONSIBILITIES

- To ensure that the responsibilities of the role are carried out in a way which reflects the mission and the values of the Trust
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Safeguarding children, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person
- To uphold our commitment to safeguarding and to promote the wellbeing of children
- To contribute to a culture of continuous improvement
- To comply with all reasonable management requests

KEY RESPONSIBILITIES

Strategic direction and development of Early Years Foundation Stage

With the Executive Principal and Senior Leadership Team:

- Keep up to date with developments in EYFS teaching and learning and share these with staff.
- Contribute to effective school self-evaluation and improvement planning.
- Contribute to the monitoring and evaluation of the impact of the school's policies, practices, targets and priorities, identifying developments needed and working with the SLT to achieve them.

Teaching and Learning

- Provide a consistently good to outstanding role model as an Early Years Teacher.
- Play a major role in the development of high quality teaching and learning in the Early Years Foundation Stage.
- Seek ways to share good practice and ensure dialogue about teaching and learning amongst EYFS staff

Leadership and Management

- Share in the leadership and management of the school as part of the Senior Leadership Team.
- Manage the performance of teaching and support staff in the EYFS.
- In partnership with the Executive Principal, organise the support provided by the additional EYFS practitioners to ensure intervention groups are precisely targeted.
- Work with the Senior Leadership Team to present an accurate and coherent account of the school's performance to a range of audiences, enabling them to play their part effectively.
- Ensure your own continuing professional development.
- Enthuse children and colleagues by a positive, active and supportive attitude.
- Promote and safeguard the welfare of children you are responsible for, or come into contact with.

Pastoral Care

- Take an active and supportive role in the pastoral care of all EYFS children.
- Promote self-discipline, high standards of behaviour and positive attitudes on the part of all EYFS children and to implement policies and procedures to foster them.

Communication and Community Links

- Fully support the life and work of the school.
- Develop and maintain positive and effective relationships with parents and carers, governors and other community partners.
- Develop and maintain links within Aspire Academies Trust.

HEALTH & SAFETY

To be aware of and comply with the Trust's health and safety policies.

SAFEGUARDING

Aspire Academies Trust is committed to safeguarding and promoting the welfare of children and expects all employees to share this commitment.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of Aspire Academies Trust pre-employment checks. Please note that additional information referring to the Disclosure and Barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

DATA PROTECTION

To be aware of and comply with responsibilities under the Data Protection Act (2018) for the security, accuracy and significance of personal data held on paper or electronic systems.

This document will be reviewed annually, as part of the performance management programme. The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

Notes:

- This document does not form part of the contract of employment
- This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change
- The Trust has, at its discretion, the right to ask you to work in a different school across the Trust, if the need arises

TEACHERS' STANDARDS

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study
- 3. Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for

promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
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- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

PERSON SPECIFICATION

Qualifications/Knowledge/Experience	Essential/Desirable
QTS	E
Evidence of high-quality teaching in the Early Years Foundation Stage	E
Involvement of self-evaluation and development planning	E
Experience of conducting training/leading INSET	E
A commitment to further professional development	E
Knowledge of statutory requirements concerning Equal Opportunities, Health and Safety, SEND and Safeguarding.	E
Understanding of what makes 'quality first' teaching and effective intervention strategies	E
Ability to plan and evaluate interventions	E
Data analysis skills, and the ability to use data to inform provision planning	E
Excellent communication and interpersonal skills	E
Ability to build effective working relationships	E
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the Trust	E
Commitment to equal opportunities for pupils with SEN or a disability	E
Commitment to maintaining confidentiality	E
Ability to work under pressure and priorities effectively	E
Experience of working in a similar role in primary education	E
A genuine passion for educating children, coupled with the ability and enthusiasm to support every child to fulfil their potential.	E

