



**Rivertree
Free School**

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Job description EYFS Lead Rivertree Free School

JOB TITLE:	Classroom Teacher – EYFS Lead
GRADE/SALARY:	MPS/UPS + SEN
REPORTS TO:	Headteacher

Main Duties and Responsibilities - EYFS Class Teacher:

- Plan, prepare and teach lessons for a class and/or group(s) of pupils, with regard to individual pupil needs.
- Lead the class team including development & appraisal support staff and including input into succession planning as appropriate.
- Collaboratively plan and maintain a safe, secure and positive learning environment.
- Collaboratively lead an area of the school curriculum.
- Take full responsibility for own professional development and undertake further training in order to improve practice and raise standards.
- Ensure that individual pupil safeguarding and educational needs are met, in liaison with families, other professionals and support agencies.
- Involve class support staff effectively in the planning, delivery and evaluation of teaching and learning.
- Assess, record and report on individual pupil learning in line with school policy and guidance.
- Involve support staff in ensuring the classroom environment is attractive and conducive to effective teaching and learning.
- Monitor and evaluate pupil progress and achievement and collect and collate performance data in line with school policy.
- Instigate & maintain partnership with families through home/school liaison in line with school policy, including the completion of home/school communication, attendance at consultation evenings, organise and support family events etc.
- Collaboratively assess, devise, implement and evaluate communication programmes for individual pupils in line with school policy.
- Collaboratively assess, devise, implement and evaluate behaviour support plans for individual pupils in line with school policy.
- Liaise with therapists and follow agreed procedures in carrying out and incorporating therapy programmes into IEPs and within timetabled activities.
- Liaise with the nursing team as appropriate in carrying out individual pupil care plans.
- Collaboratively plan and lead educational visits and journeys in line with school policy.
- Attend and contribute towards regular after school staff meetings.
- Attend and contribute towards professional development activities both in-house and organised externally.
- Assist in induction and mentoring of new staff in line with school policy.
- Support students and volunteers in line with school policy.
- Collaboratively participate in key-stage/phase specific initiatives, for example transition programmes, liaison with other schools etc.
- Be familiar with school policies and to draw these to the attention of other staff, as necessary.
- Respect confidentiality of all information on pupils and their families.



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- Undertake other duties and responsibilities that may reasonably be requested by the Headteacher.

Main Responsibilities of the EYFS Leader

- In conjunction with the Headteacher and Senior Leadership Team, provide the vision and effective leadership that will enable the school:
- To make a significant contribution to the strategic development and direction of the school.
- To assist the Senior Leadership Team 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
- Work to support the aims and ethos of the school and hold the highest professional standards themselves
- To carry out the duties of a Class Teacher as set out in the School Teacher's Pay and Conditions.
- To establish good relationships, encourage good working practices and support, challenge and lead teachers and support staff within the team.
- To be responsible and accountable for securing the highest standards of pupil achievement across the school through a process of effective monitoring, evaluation, reporting and review of learning, progress and teaching outcomes.
- To address any areas of underachievement and inconsistencies within the EYFS.
- To use relevant assessment information to set targets for improvement across the EYFS.
- To enthuse, lead, develop and enhance the teaching practices of others across the EYFS, through mentoring, coaching, evaluating, supporting, guiding and target setting.
- To be accountable for the strategic leadership and management of the EYFS, within the context of the school's aims and policies.
- To improve the quality of teaching and learning across the EYFS.
- To liaise with SENDCo and other professionals to ensure SEND needs are met appropriately within the EYFS curriculum
- To review planning and teaching methods in order to meet the needs of all pupils.
- To evaluate assessment data in EYFS and discuss outcomes with the appropriate colleagues and Senior Leadership Team.
- To carry out learning environment audits and scrutiny to ensure high standards and continuity across the EYFS
- To line manage other team members with regards to EYFS curriculum, planning and delivery.
- Work alongside SLT to quality assure provision through robust monitoring.
- To carry out any other reasonable duties requested by SLT/Headteacher.

This job description is based on The National Standards for Class Teachers which defines the standards expected for all teachers. The job description is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after discussion, to meet the changing needs of the school and/or the wider Trust.



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The Trust will seek to ensure that all existing and potential employees and students are given equal opportunities for employment and education. It is committed to the elimination of unlawful or unfair discrimination on the grounds of any of the protected characteristics (as defined by the Equality Act 2010). The Trust will seek to ensure that no applicant for employment or education is disadvantaged by conditions or requirements which cannot be justified. The Trust provides an open, welcoming and safe environment for all its students, employees and visitors.

BILTT is committed to Safeguarding, Prevent, the welfare of pupils and ensuring equality of opportunity for all pupils, staff, parents and carers; irrespective of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, belief, sex or sexual orientation and expects staff to share that commitment. The post is subject to satisfactory references, social media checks, enhanced DBS, probationary period & health clearance.



Personnel Specification - EYFS Lead

Candidates should write Section G on their application form based on the Personnel Specification.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Qualification in Special Education (Initial or Post-graduate) • Willingness to undertake further studies and/or training, as appropriate • NPQ middle leadership qualifications, or willingness to undertake these
Experience	<ul style="list-style-type: none"> • Successful classroom teaching, with recent EYFS experience • Successful classroom teaching of pupils with SEND; Autism or communication difficulties 	<ul style="list-style-type: none"> • More than three years EYFS teaching experience • Key Stage One teaching experience • Leadership experience line managing team members
Knowledge and Skills	<ul style="list-style-type: none"> • Up-to-date knowledge of the EYFS Curriculum • Awareness of the current issues in primary education including: <ul style="list-style-type: none"> • Curriculum structure • Assessment and planning • School improvement research and strategies • Local and national policy • Experience of analysing EYFS baseline and end of year assessment data • Understanding the importance of target setting in raising standards and holding others to account. 	<ul style="list-style-type: none"> • Experience of working with pupils with severe and complex learning difficulties • Experience of delivering the National Curriculum at early developmental levels • Experience of moving and handling and assisting with physical activities • Experience of using alternative systems of communication e.g. sign language etc • Experience of working with pupils who present challenging behaviour • Familiarity with the SEN Code of Practice
Leadership and Management	<p>Ability to:</p> <ul style="list-style-type: none"> • Manage staff, systems and resources • Initiate and manage change • Plan strategically and prioritise • Direct and co-ordinate the work of others 	<p>Experience of:</p> <ul style="list-style-type: none"> • Initiating and managing change for improvement across a year group/phase or whole school • Training and developing others



	<ul style="list-style-type: none"> • Motivate and inspire • Set standards/act as a role model · Resolve conflict 	
Decision Making	<p>Ability to:</p> <ul style="list-style-type: none"> • Be creative and solve problems • Analyse and interpret information • Make decisions based on relevant data/information 	
Communication Skills	<p>Ability to:</p> <ul style="list-style-type: none"> • Manage time and prioritise • Work to and meet deadlines • Work to challenging targets • Take responsibility for own professional development 	
Personal Skills and attitudes	<ul style="list-style-type: none"> • Adaptability/flexibility • Vigour and perseverance • Enthusiasm, good humour and an appetite for tackling challenges • Self-confidence • Reliability and commitment • Personal impact and presence 	<ul style="list-style-type: none"> • Willingness to drive a minibus • Willingness to take part in extracurricular activities and school community events
Safeguarding	<ul style="list-style-type: none"> • Commitment to the protection and safeguarding of children. • Up to date knowledge of relevant safeguarding legislation, • Ability to promote a culture of safeguarding across the school community 	
Other	<ul style="list-style-type: none"> • This is a customer facing post and the post holder must have the ability to fulfil all spoken and written aspects of the role with confidence through the medium of English 	

We recognise and welcome our responsibility to remove any barriers found in our recruitment and selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please inform us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.



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It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any convictions, cautions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).