



Grange Farm Primary School

Job Description

Coventry LA Directorate:	Children, Learning and Young People
Job Title:	Early Learning Lead (EYFS/KS1)
Grade / Pay Scale:	TMS/UPS (dependent upon experience) + TLR2
Line Manager:	Headteacher

Grange Farm Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Position Overview

The Early Learning Lead is responsible for leading and improving the quality, consistency and effectiveness of early learning provision within Grange Farm. The role typically encompasses the Early Years Foundation Stage and ensures that children receive high-quality teaching, care and support which promote strong developmental, educational, social and pastoral outcomes. The role will also involve ensuring children transition into Key Stage 1 and continue to embed the strong foundations developed in Reception.

The postholder will lead an ambitious and inclusive early years curriculum, promote effective play-based pedagogy and support staff to provide a safe, stimulating and nurturing environment. Through effective quality assurance, professional development, assessment and partnership with families, the Early Learning Lead will secure strong progress from children's individual starting points and ensure that provision meets the requirements of the Early Years Foundation Stage statutory framework.

Key Responsibilities

Curriculum, Teaching and Pedagogy

- Lead the planning, implementation and evaluation of an ambitious, coherent and inclusive early years curriculum.
- Ensure that curriculum design reflects the Early Years Foundation Stage statutory framework, children's developmental needs, the school's values and its expectations for teaching and learning.
- Promote high-quality play-based learning which develops children's curiosity, independence, communication, language, early reading, early mathematics and personal, social and emotional development.
- Support staff to provide purposeful, language-rich and appropriately challenging learning experiences indoors and outdoors.
- Ensure that provision is responsive to children's interests, experiences, prior learning, developmental stages and individual needs.
- Promote consistent approaches to routines, behaviour, relationships, communication, adult interaction and the development of children's independence.

- Work with Reception and Key Stage 1 colleagues to secure curriculum continuity and effective progression into the next stage of education.
- Ensure that resources, learning environments and continuous provision are safe, accessible, well organised and designed to support high-quality learning.

Quality Assurance, Assessment and School Improvement

- Monitor the quality and consistency of teaching, learning, assessment and care across early learning provision.
- Undertake appropriate learning walks, observations, discussions with staff, scrutiny of children's learning and reviews of the learning environment.
- Identify strengths, areas for development and priorities for action through systematic evaluation of provision and children's outcomes.
- Contribute to school self-evaluation, reviews and improvement planning in relation to early learning.
- Ensure that assessment is accurate, proportionate, purposeful and used to inform teaching, intervention, curriculum planning and communication with families.
- Monitor children's progress and attainment from their starting points, including progress in communication and language, literacy, mathematics and personal development.
- Use assessment information to identify children at risk of falling behind and coordinate timely, appropriate and evidence-informed support.
- Maintain clear records and provide regular reports to the Headteacher and senior leadership team on provision, progress, attainment, inclusion and improvement priorities.

Staff Leadership and Professional Development

- Provide professional guidance, coaching and support to early years teachers, teaching assistants and other relevant staff.
- Promote shared expectations and consistent practice across early learning provision.
- Identify professional development needs and contribute to training, collaborative planning, moderation, mentoring and professional learning activities.
- Support the induction of new staff and ensure that colleagues understand their responsibilities for teaching, care, assessment, safeguarding and inclusion.
- Support the effective deployment of staff in response to children's needs, agreed provision, safeguarding requirements and operational priorities.
- Encourage reflective practice, professional dialogue and the use of evidence-informed approaches to early years teaching and development.
- Promote high standards of conduct, teamwork, communication and accountability among staff working within early learning provision.

Child Development, Inclusion, Safeguarding and Welfare

- Promote provision which supports children's wellbeing, confidence, independence, resilience and positive relationships.

- Ensure that children's views, interests, needs and experiences inform provision and day-to-day decision-making.
- Work closely with the Inclusion Team to identify, assess and support children with special educational needs and disabilities.
- Promote inclusive practice for disadvantaged children, children with English as an additional language and children requiring additional pastoral or developmental support.
- Ensure that appropriate adaptations, interventions and reasonable adjustments are implemented, monitored and reviewed.
- Work with the designated safeguarding lead and pastoral colleagues to promote children's safety, welfare, attendance and emotional wellbeing.
- Apply the school's safeguarding, child protection, health and safety, first aid, risk management and welfare procedures consistently.
- Ensure that concerns about children are recorded, reported and managed promptly in accordance with statutory requirements and school procedures.
- Promote an environment in which children are protected from harm, treated with dignity and supported to participate fully in learning and school life.

Partnership, Communication and Transition

- Develop positive, respectful and effective partnerships with parents and carers.
- Communicate clearly with families about children's learning, development, wellbeing, progress and next steps.
- Encourage families to contribute to their children's learning and support continuity between home and school.
- Coordinate transition into early years provision, including information gathering, induction arrangements and communication with families and previous settings.
- Support smooth transition from nursery or Reception into the next stage of education, working with Key Stage 1 colleagues to share relevant information and secure continuity of provision.
- Liaise with colleagues, early years settings, health professionals, local authority services and other relevant agencies, as appropriate, to support children's learning, development, welfare and continuity of care.
- Maintain appropriate confidentiality and ensure that information is shared lawfully, proportionately and in the best interests of the child.
- Listen and respond to children's views, ensuring that their participation, wellbeing and developmental needs remain central to the provision.

Primary Objectives

- Secure consistently high-quality early learning provision which meets the requirements of the Early Years Foundation Stage statutory framework and the school's expectations for teaching, care, inclusion and safeguarding.
- Improve children's progress and attainment from their individual starting points, with particular focus on communication and language, early reading, early mathematics, personal, social and emotional development.

- Ensure that assessment information is accurate, timely and purposeful, and is routinely used to adapt teaching, identify need, plan intervention and evaluate impact.
- Establish and maintain consistent, inclusive and evidence-informed early years practice across the provision through effective leadership, coaching and professional development.
- Ensure that children are safe, well cared for, included and supported to develop confidence, independence, resilience, positive relationships and a strong foundation for future learning.
- Strengthen partnerships with parents, carers, early years settings and relevant professionals, ensuring effective communication and smooth transitions into early learning and onward to the next stage of education.
- Ensure strong foundations developed in Reception continue as children transition into and through Key Stage 1.

Key Stakeholder Relationships

- **Headteacher and senior leadership team** – strategic direction, accountability, school improvement, quality assurance and reporting on early learning provision.
- **Reception teachers and teaching assistants** – curriculum delivery, assessment, professional development, daily provision, staff deployment and team coordination.
- **Reception, Key Stage 1 staff and external nurseries** – curriculum continuity, information sharing, transition and consistent approaches to children’s learning and development.
- **Inclusion Team** – identification, assessment, planning and review of provision for children with special educational needs and disabilities.
- **Designated safeguarding lead and pastoral staff** – safeguarding, child protection, welfare, attendance, emotional wellbeing and support for vulnerable children.
- **Parents and carers** – communication, engagement, information sharing and partnership in supporting children’s learning and development.
- **Children** – listening to their views, responding to their needs and promoting their wellbeing, participation, independence and progress.
- **Relevant external professionals and agencies** – coordinated support for children’s education, health, development, welfare and transition, where appropriate

Miscellaneous

At the discretion of the Line Manager or Headteacher, the post holder will be required from time to time to carry out other duties not specifically mentioned herein which are in accordance with the general level of the post. In addition, the duties of the post may be varied to meet changing circumstances of the school.

Health and Safety

The post holder must comply with Coventry City Council’s health and safety policy and in particular is required:

- To take reasonable care for their own health and safety at work and of those who may be affected by their actions or by their omissions
- To cooperate with their line manager and senior management, to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required
- Not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare
- To report to their manager any health and safety concerns, hazardous condition or defect in the health and safety arrangements.

Any further Health and Safety responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars.

Safeguarding

The post holder must comply with the Interagency procedures of the Safeguarding Boards and Coventry City Council's policies for safeguarding children and safeguarding adults and in particular is required:

- To ensure they are aware of the signs that may suggest a child or vulnerable adult is being abused or neglected
- To report to their manager, or other appropriate manager, any concerns they may have that suggest that a child or vulnerable adult may be being abused or neglected immediately.

Any further Safeguarding Board responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars

Equal Opportunities

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Data Protection

Duties which include processing of any personal data must be undertaken within the school and local authority's data protection guidelines.