



Joseph Cash Primary School

EYFS Leader TLR2a

Salary and Grade:	Standard national scale in line with current School Teachers' Pay and Conditions document.
Responsible to:	The Head teacher and Assistant Head teacher
Supervisory responsibility:	Responsible for leading the EYFS team.

Main Purpose of the job:

- To swiftly implement high quality curriculum teaching, learning and assessment and outcomes for Early Years.
 - Take specific responsibility and accountability for the day to day management and organisation of the EYFS.
 - Be an excellent classroom practitioner, modelling effective teaching and learning in the EYFS.
 - Have an impact on educational progress beyond your assigned pupils – contributing to improved pupil outcomes and rapidly addressing any identified underperformance of pupils and vulnerable groups in EYFS.
 - Line manage and review the performance of identified staff (as directed by the AHT).
 - Lead and contribute to the moderation of EYFS teacher assessment to ensure the robustness and accuracy of teacher assessment.
 - Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the head teacher and deputy.
 - Be a proactive and effective member of the senior/middle leadership team, attend SLT meetings as appropriate.
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Duties & Responsibilities:

In addition to the responsibilities of Class Teacher, as set out by the Class Teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head teacher.

The EYFS leader will play a role in the distributed leadership and management of the school. He / she will work in partnership with the Head Teacher and Assistant Head Teacher as a member of the leadership team to create a culture of high expectation where all children receive a high quality education and there is continuous improvement in standards of achievement.

Leadership

- As a member of the SLT support the Head teacher in developing and maintaining high morale and confidence amongst all staff and set an example of high professional standards and leadership.
- Lead, motivate, support, challenge and develop all staff within the EYFS team to secure continual improvement and good outcomes for all children.
- Help develop a highly effective Early Years team through effective systems.
- Maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for children in Early Years.
- Be able to present a coherent and accurate account of the children's performance and other Early Years self-evaluation evidence in a form appropriate to a range of audiences, including governors.
- Update, implement and evaluate the success of the EYFS School Improvement Plan.
- Lead by example, provide inspiration and motivation to the EYFS team. Embodiment for the pupils, staff, governors and parents the vision, purpose and leadership of learning in EYFS.
- Ensure that all teaching staff and non-teaching staff are committed to the school's aims, and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of all EYFS children

Leading, developing and enhancing the teaching practice of others:

- Play a lead role in the development of high quality teaching and learning in the EYFS. This will include the monitoring of curriculum planning and providing feedback and advice as well as assisting and supporting colleagues with the planning and delivery of a differentiated curriculum.
- Keep up to date with current developments in teaching and learning and in school improvement in the EYFS, sharing this with staff to develop practice.
- Share and support the strategic leadership of the school and bring out the potential for leadership in others.
- Ensure that the work of the EYFS team is inclusive and that issues are addressed in curriculum and/or pastoral management.
- Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments.
- Together with SLT, lead on the school self-evaluation process for your phase including lesson observations, monitoring of school standards and bringing about improvement. Contribute to the writing of self-evaluation and policy documents.
- Manage effectively the smooth transition of pupils in to Key Stage 1.
- Be a proactive and effective member of the senior leadership team, attend SLT

meetings as appropriate.

- Be an effective role model for your team in terms of modelling effective teaching, behaviour and classroom management in EYFS. Support colleagues with behaviour management where appropriate.

Monitoring & Evaluation

- Monitor and evaluate the impact of policies, practices, targets and priorities in the EYFS, identifying improvements needed and working with the Head, AHT and Leadership Team to achieve them.

Planning and Setting Expectations

- Lead and manage the creation and implementation of an EYFS strategic plan, with particular emphasis on improving the quality of teaching, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, and securing school improvement.
- Lead on planning expectations and ensure that teachers within the EYFS are meeting these.
- Have high expectations of all pupils and staff.

Assessment and Evaluation in EYFS

- Work with the Leadership team to monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary.
- Contribute to the School Evaluation Form and write the EYFS SEF annually.
- Work with other lead professionals to ensure the use of comparative data, together with information technology about pupils' prior attainment, to establish benchmarks and set targets for improvement. Use this information to form annual action plans.
- Support families with the induction and well-being of their child to **Early Years**.
- Ensure that baseline assessments are captured when the children enter the setting so that an accurate picture of pupil progress can be measured.
- Ensure that parents are well-informed about their child's attainment and progress.

- Develop an effective partnership with parents and help them to understand how they can support their child's learning and personal development.
- Involve parents in the learning process through workshops and events.
- Develop effective relationships with the community; develop the parent toddler group and form effective relationships with other Early Year providers.

Managing and Developing Staff

- Ensure that a professional demeanour and attitude is maintained by all staff in your team.
- Lead professional development of staff through example, creating strong team work.
- Support the provision of high quality professional development by methods such as coaching and mentoring, drawing on other sources of expertise where appropriate.
- Mentor trainee and newly qualified teachers and support the induction of any new staff in EYFS.

Staff development

- Lead regular phase meetings with team members providing opportunities to share good practice, discuss whole school / Key Stage priorities, joint moderation.
- Participate in arrangements for appraisal and take responsibility for own professional development.
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach.
- Plan and deliver appropriate INSET / CPD that will support staff in raising standards.
- Act as a role model and encourage collaboration, co-operation and teamwork.
- Coach and mentor individuals that need additional support within EYFS / subject area to ensure that they make rapid improvement. Provide opportunities for team teaching when/if appropriate.
- Ensure you keep up to date with current developments in teaching and learning and your subject area, sharing information as appropriate. Develop yourself to improve your own performance.
- Support staff with planning / modelling of delivery where appropriate.

Curriculum

- Lead and develop a core subject across the whole school – this includes coordinating policies, resources and information for staff, parents and governors to develop best practice.
- Contribute to, implement and evaluate the success of the School Improvement Plan relevant to your subject.
- Monitor, review and evaluate your subject to ensure that it being effectively delivered throughout the school – provide regular feedback to Head, Assistant head and governors.
- Develop and maintain a whole school approach to your subject including recording and assessment and the use of tests, to ensure equal access for all pupils.

Teaching and learning responsibility

- Work with other members of the SLT to secure and sustain high expectations and excellent practice across EYFS.

- Provide an example of excellence as the leading EYFS classroom practitioner, thereby inspiring, motivating and supporting other staff within your team.
- Have overall responsibility and accountability for EYFS ensuring curriculum continuity, consistency, balance, match and progression.
- Lead on planning expectations and ensure that teachers within your phase are meeting these.
- Attend, challenge and support EYFS pupil progress meetings.

Managing Resources

- Manage, monitor and review the range, quality and quantity of all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money.
- Ensure that learning environments are of a consistently high standard across the EYFS.

Manage Key Stage Relationships with Parents

- Organise and conduct meetings where appropriate with parents / carers to ensure positive outcomes for all parties.

Managing Own Performance and Development

- Prioritise and manage own time effectively.
- Work under pressure and to deadlines.
- Sustain own motivation and that of other staff in your phase.

Other

- Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the Head teacher and SLT.
- Lead whole school assemblies when timetabled or in a colleagues absence.
- Take the lead in reorganising timetables/ rotas / staff etc, within your key stage in staff absence.
- To ensure the safeguarding of pupils.