



Early Years Foundation Stage Lead and Class Teacher

JOB DESCRIPTION 2019

Responsible to: Headteacher

The duties of teachers are spelled out in the Teachers' Pay and Conditions Document. The list that follows reflects the needs and concerns of the school at present. As these change, so will the activities and there will be regular reviews of this job description and amendments from time to time.

The Role

In addition to those classroom responsibilities that are common to all classroom teachers in the school, the EYFS leader's overriding responsibility will focus on raising the standards of learning and teaching in the Early Years Foundation Stage. The leader will be a member of the school's senior leadership team and take full part in the decision making and effective running of the school.

The Leader must be an excellent classroom practitioner with a minimum of three years teaching experience in the Early Years Foundation Stage.

Specific Responsibilities

Leader of Early Years Foundation Stage

Key objectives will be to exercise his / her professional skills and judgement to:

- Lead, manage and develop the curriculum delivered to all pupils in the Early Years Foundation Stage;
- Lead, develop and enhance practice of all colleagues working with pupils in the Early Years Foundation Stage
- Lead and develop excellent communication and relationships with parents/carers
- Lead and develop outstanding learning environments across the Early Years Foundation Stage

Achievement of these key objectives will involve professional responsibility for the work of all Foundation Stage staff as well as parents and others working in a voluntary capacity.

The Leader will undertake the following additional responsibilities:

- Using data effectively to make informed choices about the Early Years Foundation Stage curriculum
- Liaising with KS1 team to ensure curricular continuity and progression
- Liaising with external agencies whose work relates to Early Years Foundation Stage
- Monitoring the quality of teaching and learning, resourcing and administration

- Interacting on a professional level with colleagues, establishing and maintaining excellent working relationships to promote development and effective delivery of the Early Years Foundation Stage curriculum and maximise children's achievement
- Record and evaluate children's progress in the Early Years Foundation Stage as well as monitoring individual children's progress and planning for their future needs
- Providing parents / carers with information about Early Years Foundation Stage in order to maximise involvement in the classroom and the learning process
- Organising meetings and playing a key role in organising INSET for staff
- Assisting in the development and implementation of school policies and management systems, including the School Improvement Plan
- Maintaining, developing and monitoring the use of resources
- Be a visual leader across the school, leading curriculum days, parent workshops and assemblies
- Take responsibility for a foundation subject (such as Art/DT)
- Undertaking other duties which may be reasonably assigned by the Headteacher to ensure the smooth running of the school.



Early Years Foundation Stage Lead and Class Teacher
PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training	<ul style="list-style-type: none"> Degree and Qualified Teacher Status Specialism in EYFS or have taught in Early Years for over 3 years Evidence of continuous INSET and commitment to further professional development 	<ul style="list-style-type: none"> Early Years Degree
Experience	<ul style="list-style-type: none"> At least 3 years class teaching experience in the EYFS in a primary school Experience of successfully leading others Experience of both nursery and reception teaching Successful experience of leading change 	<ul style="list-style-type: none"> Experience of working with children of whom English is as an additional language Additional experience in Years 1 or 2 Additional experience of working with children under 3 Experience of working with a wide range of children's workforce professionals Experience as an EYFS lead
Knowledge and Understanding	<ul style="list-style-type: none"> Ability to interpret and analyse attainment data to identify learning needs and set targets for a whole phase Ability to recognise high quality EYFS practice and to model this for others Ability to keep pupils safe, including child protection and forming and maintaining appropriate relationships Ability to create and maintain a safe, happy, stimulating and well-organised classroom and phase Ability to undertake high quality observations of young children's learning and development Ability to plan and deliver lessons to meet the needs of all learners across all areas of their development Ability to maintain high standards of behaviour and excellent discipline using positive strategies Ability to lead other adults as well as work collaboratively as part of a team Ability to train, support and challenge others when necessary Ability to communicate effectively both orally and in writing Excellent ICT skills Knowledge of the Statutory Framework for the Early Years Foundation Stage Knowledge of Development Matters Knowledge and understanding of assessment for learning Knowledge and understanding of how young children learn best, including through play and outdoor learning 	<ul style="list-style-type: none"> Reporting data to Governors Experience of the 'Rights Respecting' school agenda

Knowledge and Understanding	<ul style="list-style-type: none"> • An understanding of the role of parents / carers in improving attainment and experience of working directly with parents / carers • Knowledge of primary teaching and learning styles • Understanding of how to differentiate teaching 	
Personal Qualities	<ul style="list-style-type: none"> • Passionate about education and particularly determined to improve outcomes for all children • Calm, friendly and approachable • Hardworking, upbeat and energetic • Flexible and responsive to change • Self-motivated and able to work efficiently and effectively with minimum supervision • Excellent organisational skills • Willingness to give and receive positive criticism • Commitment to equality of opportunity • Confident • Able to use initiative and find solutions • Resilient and robust • Confident user of ICT • A sense of humour 	