



JOB DESCRIPTION

Job Title: EYFS Lead
Salary: Main Pay Spine + TLR 2B
Job Location: Hetton Lyons Primary School
Responsible to: Appraisal Team Leader, Head of School

Duties and responsibilities All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the academy.

Main Purpose of the Post

- Improve the quality of Teaching and Learning within the EYFS
- Development and management of the EYFS to deliver the EYFS action plan
- Monitoring and evaluating the performance and provision in the EYFS
- Be a member of the Phase Leader Team

All Teaching Staff - Main purpose of the job:

- Be responsible for the learning and achievement of all children in the class ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Engage with and promote the Academy's vision, values and aims
- Treat children with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents / carers, governors, other staff and external agencies in the best interests of children
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the academy.

- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Teaching

- Lead the delivery of the EYFS Curriculum
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of children you teach
- Be aware of children' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how children learn
- Have a clear understanding of the needs of all children, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for children of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure children' progress
- Give children regular feedback, both orally and through accurate marking, and encourage children to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set out-of-class activities to consolidate and extend the knowledge and understanding children have acquired as appropriate
- Participate in arrangements for assessments

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for children, rooted in mutual respect 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 children' needs in order to inspire, motivate and challenge children

- Maintain good relationships with children, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of children
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

Fulfil Wider Professional Responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to children' achievements and well-being using school systems/processes as appropriate
- Communicate and cooperate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as

appropriate

- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on children' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations

Phase Leader

- Set high expectations and promote high standards of pastoral, social and emotional development
- Be a role model for teaching and learning across the key stage
- Demonstrate the ability to plan effectively in the short, medium and long term and prepare lessons to ensure coverage of the curriculum and the differentiated needs of learners are met.
- Apply a range of teaching and learning strategies, including implementing inclusive practices to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved.
- Lead team meetings to promote inclusive practice and collaboration among all members of staff
- Liaise with staff to ensure the smooth running of routines and procedures within the EYFS
- Encourage consistency of expectations throughout the EYFS and in school
- Provide support and guidance for new members of staff, teaching and non-teaching, and identify areas for development across the key stage
- Attend leadership team meetings
- Analyse assessment data and participate in pupil progress review meetings
- Organise intervention following assessment analysis to ensure an impact on the educational progress of children across the key stage
- Demonstrate ongoing development and application of teaching expertise and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements
- Develop positive links with parents
- Provide reports for the Governing Body

Appraisal Team Leader

- Work alongside the Head of School to secure improvement through appraisal
- Contribute effectively to the appraisal system as an appraiser by taking responsibility for the

appraisal process for identified members of staff and using the process to develop personal and professional effectiveness

- Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and appraisal objectives resulting in a tangible impact on children' learning

Subject Leader Responsibilities

- Assume a lead role in the planning, implementing and monitoring of the EYFS curriculum and provision indoors and outdoors.
- Support staff in the development of provision in the EYFS for the benefit of children.
- Assist members of the Leadership Team with gathering appropriate evidence and completing Self Evaluation Form (SEF)
- Manage key responsibilities in line with the subject area

General Duties

- To understand, accept and follow the Trust's Safeguarding / Child Protection procedures in order to protect the safety of all children and vulnerable adults.
- To report all matters of concern in line with the School's procedures.
- To contribute to, support and promote the philosophy of Balmoral Learning Trust as it seeks to deliver its excellence agenda for its children, staff and stakeholders.

In addition to the above, the post-holder will be required to undertake any other duty or responsibility as may be directed from time to time.

This job description will be the subject of an annual review, and any part of it may be amended as a result of such a review, or at any time after consultation with the post holder.

The post holder must promote and safeguard the welfare of the children and young people that come into contact with.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the academy and Trust.

The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of school records and information.

The Post holder must carry out their duties with full regard to the school's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other relevant Policies.

The Post holder must comply with the school's Health and safety rules and regulations and with Health and Safety legislation.