



ROUGH COMMON PRE-SCHOOL CURRICULUM LEADER

JOB DESCRIPTION

JOB TITLE:	CURRICULUM LEADER
BASED AT:	ROUGH COMMON PRE-SCHOOL
RESPONSIBLE TO:	DIRECTOR OF ROUGH COMMON PRE-SCHOOL
HOURS:	25 PER WEEK, TERM TIME ONLY

JOB PURPOSE:

To lead and promote teaching and learning across the setting, responsible for developing and overseeing an innovative, exciting, ambitious Early Years Curriculum and effectively delivering this alongside practitioners.

Support the staff through coaching, training and in-room mentoring, ensuring that the execution of the curriculum throughout the setting is of the highest quality and that all children progress in their development to achieve their full potential.

Take overall responsibility for SEND, supporting all children to make good progress in an inclusive environment.

MAIN RESPONSIBILITIES:

- To ensure that the pre-school provides a welcoming, safe and stimulating environment where children are able to learn and grow in confidence
- To be responsible for developing and overseeing an innovative, exciting, ambitious, Early Years Curriculum which is planned around the needs and interests of each individual child and effectively deliver this alongside practitioners
- Ensure all children gain the knowledge and cultural capital they need to be educated citizens and succeed in life
- Develop children's understanding of the fundamental British Values and ensure these are promoted across the setting by all staff and children
- Ensure the safety and wellbeing of all children inline with the Safeguarding and Welfare requirements of the Early Years Foundation Stage and setting's policies and procedures
- To take overall responsibility for children with SEND, ensuring all children identified on the SEND register are being monitored and observed and that interventions and targeted support are in place to ensure children make good or expected progress. Work with other professionals and produce supporting paperwork for outside agencies such as LIFT meetings, referrals, EHCP applications. Attend meetings with outside agencies as required



- To ensure a culture of equality of opportunity and anti-discriminatory practice to include children and families from all cultures, family groups and circumstances and with or without special needs, ensuring that every child and family is included and supported
- To work with the staff to ensure the key person approach is robust and that all key persons are planning for individual children's needs to ensure progress is made in all areas of learning and development
- To support key persons to create summative assessments for the whole cohort of children, identifying trends and areas of weaknesses and working with the staff team to implement changes to ensure all children make progress in all areas of learning and development
- To ensure appropriate equipment and materials are set up before the children arrive, both indoors and outdoors and to ensure all activities, equipment and other resources are presented attractively with the support of appropriate books or other appropriate materials
- To ensure that children are properly supervised at all times both indoors and outdoors and that staff are deployed appropriately to ensure that correct adult:child ratios are maintained at all times
- Through observations and monitoring, identify strengths and weaknesses of the setting and the staff team and work with the Management Team to maintain strengths, overcome weaknesses and ensure that all staff have consistently high expectations of what children can achieve
- To actively support and mentor the staff teams on a day-to-day basis by role-modelling a positive attitude towards the setting, children and other staff members
- To assess training and development needs of all staff to ensure that staff are kept up to date with practice strategies, trends and developments in Early Years and to discuss these with the Management Team to ensure the arrangement of necessary training
- To promote parent partnerships by encouraging parental involvement in their children's learning and the pre-school sessions
- To lead parent consultations and parent workshops and support key people with the meetings where necessary
- Actively promote the setting to prospective new parents to ensure vacant spaces are filled and show prospective parents around the setting in a professional manner
- To support any external inspections, such as Ofsted inspections, ensuring the inspector is made aware of key activities taking place and that the pre-school is being reflected in a positive manner to the inspector

This job description is not an exhaustive list of duties and the post holder will be required to undertake any other reasonable duties discussed and directed by the Management Team.



PERSON SPECIFICATION:

Essential Criteria

1. Minimum relevant DfE Early Years Level 3 qualification with commitment to obtain a relevant level 5 qualification
2. Minimum of two years' Early Years post qualification experience
3. Comprehensive knowledge and understanding of the Early Years Foundation Stage
4. Sound understanding of child development and how children learn through play
5. Experience of working with children with SEND
6. Good standard of literacy and numeracy and excellent communication skills
7. Ability to be sensitive and supportive to children and families from a wide range of cultures, lifestyles and family circumstances and with a range of special needs
8. Ability to keep clear and appropriate records on children and their progress
9. Ability to work in a positive manner with colleagues and as part of a team
10. Ability to work positively with a wide range of professionals in different sectors
11. An ability to be proactive in identifying problems and providing solutions.
12. Ability to be organised, methodical and able to work independently on own initiative without supervision while prioritising ongoing activities

Desirable criteria

1. Early Years teaching degree, EYTS, EYPS in Early Years Childcare
2. Current First Aid certificate
3. Current Food Hygiene certificate
4. Knowledge and training on SEND processes
5. Knowledge of "In The Moment Planning" and a variety of approaches to learning

This post is exempt from the Rehabilitation of Offenders Act (1974) and does require an Enhanced Disclosure and Barring Service (DBS) check.