

## JOB DESCRIPTION

Job Title:	EYFS Lead
School:	Drapers Mills Primary Academy
Location:	St Peter's Footpath, Dane Valley, Margate CT9 2SP
Reporting To:	Headteacher
Key Internal Relationships:	Headteacher, SLT, Teaching and Support Staff, Trust HQ, other TKAT schools.

### Our Commitment

Be Who You Are at TKAT - This Job Description represents the role as we see it in its entirety. We do not expect candidates to have in-depth experience of every element on application, but we do expect to provide you with the support and flexibility you need to get there and to enable you to do it your way. We want to demonstrate to our children and young people what a good, inclusive employer looks like in order to inspire them to be whoever they want to be.

Safeguarding - TKAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check.

Equal Opportunities - TKAT is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age. All applications are treated on merit. This includes applications from individuals wishing to work full time, part-time or on a flexible basis.

### Job Purpose

The EYFS Leader will:

- Take specific responsibility and accountability for the day to day management and organisation of EYFS, ensuring high quality learning for all children within a safe, secure, happy and caring environment.
- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document and the Teachers' Standards.

- Provide an effective, stimulating and well organised environment both indoors and outdoors promoting all 7 areas of the EYFS curriculum.
- Be responsible for ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils 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 pupils.
- Work inline with the school ethos and the trusts' vision.

## Duties and Responsibilities

### Leadership and management

- Lead EYFS and contribute to address whole school priorities and evaluate the success of EYFS in the school development plan.
- Have overall responsibility and accountability for EYFS ensuring curriculum continuity, consistency, balance, match and progression.
- To foster an EYFS which breaks down barriers and provides pupils with the opportunity to excel and develop as an individual and as a learner.
- Develop and sustain positive relationships with pre- school providers to promote connections with the wider community.
- Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in the curriculum and/or pastoral management.
- Together with the Leadership Team, lead on the school self-evaluation process for EYFS including learning walks, work scrutiny, monitoring of school standards and bringing about improvement.
- Manage effectively the transition of pupils to and from the EYFS phase.
- Promote cross curricular approaches to teaching and learning through play.
- Be an effective role model for your team in terms of teaching, behaviour and classroom management.
- Be responsible for the pastoral care of children in EYFS, promoting independence and good behaviour.
- Make a positive contribution to the wider life and ethos of the school.
- Where necessary challenge underperformance of teaching and learning in EYFS by promoting a high support/ high challenge culture.

### Teaching

- Implement and deliver an inspiring and relevant curriculum for pupils, incorporating the areas of learning for EYFS in line with the policies of the school vision and national directives.
- Facilitate, support and monitor the overall progress and development of EYFS pupils and designated groups of pupils.
- Prepare and implement support plans for individual pupils.
- Motivate children's learning; bring it to life, both indoors and outdoors, encouraging learning through play, experience and interests.
- Teach all areas of the Foundation Stage curriculum.
- Provide pastoral care and support to children and provide them with a secure environment in which to learn.
- Produce and develop quality visual aids, teaching resources and areas of continuous provision within the EYFS unit.
- Organise learning materials and resources, making imaginative use of resources.
- Assist with the development of children's personal/social and language abilities.
- Support the development of children's basic skills, including physical coordination, speech and communication.
- Encourage children's mathematical and creative development through stories, songs, games, drawing and imaginative play.
- Develop children's curiosity, knowledge and skills through our skills based provision offer.

### Managing Resources in EYFS

- Manage and organise resources in the phase efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- 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.
- Audit and order environment resources in liaison with the Headteacher to promote learning through continuous provision and quality interactions.

### Assessment and Evaluation in EYFS

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values.
- To contribute to the School Self Evaluation Form (SEF) and Academy Development Plan (ADP).

- 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 across the whole academy with other practitioners.

#### Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.
- Promote the safeguarding of all pupils in the school.

#### Health, safety and discipline

- Promote the safety and wellbeing of pupils.
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.

#### Professional development

- Take part in the school's appraisal procedures.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as an outcome of your appraisal.
- Take part in the appraisal and professional development of others, where appropriate.

#### Communication

- Communicate effectively with parents/carers with regard to students' achievements and wellbeing using school and trust systems/processes as appropriate.
- Communicate and cooperate with relevant external bodies.
- Foster good relationships between the school and the wider community.

#### Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Participate in any relevant meetings/professional development opportunities at the school/trust, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school and trust

- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the EYFS Leader will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

This job description may be amended at any time in consultation with the postholder.

## PERSON SPECIFICATION

Selection Criteria	Essential (E) or Desirable (D)	Assessed By
Qualifications, Training and CPD:		
Qualified Teacher Status	E	Application
Degree	E	Application
Experience of working in EYFS setting	E	Application & Interview
Previous successful leadership and management experience	D	Application & Interview
Knowledge, Skills and Attributes:		
Sound understanding of the EYFS curriculum and play based learning	E	Application & Interview
Knowledge and understanding of the EYFS Framework and the impact of early years development on children	E	Application & Interview
Proven success in teaching phonics and early reading	E	Application & Interview
Excellent practitioner with proven success of teaching pupils with a wide range of abilities across the primary age range, including those with Additional Educational Needs	E	Application & Interview
Ability to build effective working relationships with pupils and adapt teaching to meet pupils' needs	E	Application & Interview
A track record of thinking creatively to adapt and improve learning experiences for individual children and the cohort.	E	Application & Interview
Knowledge, understanding and use of assessment and performance to inform future planning and development in EYFS	E	Application & Interview
A strategic thinker who can identify opportunities for future developments and improvements	E	Application & Interview
Committed to motivating and empowering colleagues in order to maximise benefit from individuals contributions to the EYFS phase	E	Application & Interview

Ability to self review on personal strengths and identify areas of development	E	Application & Interview
Ability to build excellent standards of learning and behaviour using a range of positive strategies	E	Application & Interview
Ability to work creatively, flexibility and respectfully with children and adults	E	Application & Interview
Knowledge of guidance and requirements around safeguarding children	E	Application & Interview
Personal Qualities:		
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school and the trust.	E	Application & Interview
High expectations for children's attainment and progress	E	Application & Interview
A positive outlook, integrity, flexibility and energy to persevere and succeed	E	Application & Interview
Enthusiastic, demonstrating a joy for learning and teaching children	E	Application & Interview
A passion or willingness to develop one for learning through nature and outdoors.	E	Application & Interview
Open, positive and receptive towards coaching, and improvement	E	Application & Interview
Ability to work under pressure and prioritise effectively	E	Application & Interview
Commitment to maintaining confidentiality at all times	E	Application & Interview
Commitment to safeguarding and equality	E	Application & Interview
Good communication skills – written and verbal	E	Application & Interview