



## Job Description: Early Years Leader

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Post: Early Years Leader  
Grade: UPS3  
Responsible to: Headteacher  
Based at: Lady Joanna Thornhill (Endowed) Primary School  
Start date: September 2026

### **Purpose of the Role**

The Early Years Foundation Stage Leader will fulfil the professional responsibilities of a teacher, as set out in the STPCD, including planning and delivering high quality learning, assessing pupils' progress and promoting positive behaviour.

As a member of the Senior Leadership Team, the Early Years Leader will play a key role in shaping the quality of education at the very start of children's school journey. At Lady Joanna Thornhill Primary School, we are committed to an expansive education that develops the Head, the Heart and the Hand. The Early Years Leader will champion this vision, ensuring that all children experience a rich, purposeful and developmentally informed curriculum which enables them to thrive.

The role includes a significant responsibility for ensuring strong and effective transition into Year 1. The successful candidate will work closely with colleagues to secure continuity in curriculum, pedagogy and expectations so that pupils build successfully on their Early Years foundations and continue to flourish as they move into Key Stage 1.

Working under the direction of the Headteacher, the Early Years Leader will lead the phase to secure high quality teaching and learning rooted in strong pedagogical understanding, effective use of assessment including baseline to inform provision and track progress, and high standards of achievement and inclusion for all pupils.

### **Key Duties and Responsibilities**

#### **Strategic Leadership and Development**

Develop and implement a clear vision for Early Years in line with the school's values and commitment to high quality education

- Evaluate the effectiveness of Early Years provision and its impact on pupil outcomes, using this to inform strategic planning
- Contribute to the School Development Plan and lead a focused Early Years action plan
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values
- Engage with pupils, parents and staff to evaluate provision and ensure it reflects the school's vision and community

- Work closely with the SENCO to ensure the curriculum meets the needs of all learners, including disadvantaged pupils and those with SEND
- Work in close partnership with Year 1 staff to ensure continuity of provision, curriculum and expectations, supporting a smooth and successful transition for all pupils
- Collaborate with subject leaders to ensure strong curriculum foundations are established in Early Years and built upon in Year 1
- Liaise with the Local Authority and contribute to wider networks, including the CARE group of schools
- Share high quality practice and expertise across the school

### **Leading the Curriculum and Pedagogy**

Develop, articulate and review the vision, aims and intent of the Early Years curriculum

- Clearly communicate the intent, implementation and impact of Early Years in line with whole school priorities
- Ensure the curriculum is ambitious, inclusive and developmentally appropriate, reflects a secure understanding of child development, promotes strong progress towards the Early Learning Goals and is coherently sequenced and consistently implemented
- Ensure strong alignment between Early Years and Year 1, supporting a developmentally informed transition that builds on effective Early Years practice while preparing pupils for the Key Stage 1 curriculum
- Work collaboratively with Year 1 teachers to develop approaches that retain the most effective elements of Early Years pedagogy, including opportunities for structured play, language development and active learning
- Support staff in understanding how early learning experiences underpin future success in reading, writing and mathematics
- Champion purposeful play and high quality continuous provision as central to effective early learning
- Ensure a strong emphasis on communication and language development, recognising its fundamental role in enabling all pupils to access the full curriculum
- Establish effective and meaningful assessment systems that inform teaching and demonstrate impact
- Take overall responsibility for standards, progress and outcomes within Early Years

### **Leading and Developing Staff**

Foster a culture of collaboration, professional dialogue and shared practice

- Lead regular Early Years team meetings to support consistency and development
- Support and develop staff through coaching, modelling and team teaching
- Facilitate professional dialogue and joint working between Early Years and Year 1 staff to strengthen transition, shared expectations and curriculum understanding
- Evaluate and improve teaching and learning through lesson visits, work scrutiny and pupil voice
- Provide clear, developmental feedback and identify high quality professional development opportunities
- Support accurate assessment and lead internal and external moderation processes
- Promote staff wellbeing, working alongside senior leaders to ensure a supportive and sustainable working environment

### **Learning Environment and Resources**

Create a safe, stimulating and inclusive environment that inspires curiosity and independence

- Champion high quality indoor and outdoor provision that reflects best practice in Early Years education
- Ensure continuous provision supports independence, creativity and ownership of learning
- Support the development of learning environments in both Early Years and Year 1 so that they reflect progression in independence, challenge and curriculum expectations
- Audit and develop resources to ensure they are diverse, inclusive and aligned with curriculum intent
- Oversee the quality of learning environments and displays to ensure they support and celebrate learning
- Manage the Early Years budget effectively to maximise impact on pupils' learning experiences
- Ensure appropriate provision is in place for remote learning where required

### **Wider Responsibilities**

Work in partnership with parents and carers, recognising them as key partners in children's learning

- Contribute to the strategic leadership of the school as a member of the Senior Leadership Team
- Lead and contribute to meetings, and report to governors and other stakeholders as required
- Engage in ongoing professional development, demonstrating a commitment to continual learning

- Carry out any additional duties appropriate to the role and grade

### **General**

This job description reflects the general nature and level of responsibility of the role. It is not an exhaustive list of all duties, and the post holder may be required to undertake other responsibilities commensurate with the role.