

Reception Teacher and Early Years Lead

Purpose of the role:

- In conjunction with the Head of School and Senior Leadership Team, provide vision and effective leadership that will enable the school to develop further throughout periods of change.
- As a member of the Senior Leadership Team make a significant contribution to the strategic development and direction of the school.
- To assist the Head of School in leading, motivating and enabling staff to provide the highest standard of education for all pupils.
- To provide assessment analysis from relevant sources to make a significant contribution to school self-evaluation and school improvement
- Work to support the aims and ethos of the school and hold the highest professional standards themselves

Main Duties of the EYFS Leader

- To carry out the duties of a Class Teacher as set out in the School Teacher's Pay and Conditions.
- To establish good relationships, encourage good working practices and support, challenge and lead teachers and support staff within the EYFS team.
- To provide regular communication with parents about what is happening across the Early Years setting.
- To provide for the pastoral, educational, social, moral, spiritual and cultural development of the children across the EYFS and be committed to a fully inclusive school.
- To be responsible and accountable for securing the highest standards of pupil achievement across the EYFS. through a process of effective monitoring, evaluation, reporting and review of learning, progress and teaching outcomes.
- To address any areas of underachievement and inconsistencies with in the EYFS.
- To use relevant assessment information to set targets for improvement across the EYFS.
- To enthuse, lead, develop and enhance the teaching practices of others across the EYFS, through mentoring, coaching, evaluating, supporting, guiding and target setting.
- To be accountable for the strategic leadership and management of the EYFS, within the context of the school's aims and policies.
- To promote the positive ethos and culture of the school to other staff, governors, parents, children and members of the wider community.
- To contribute to and actively support the overall ethos/work/aims of the school.
- To comply with, support and promote all school policies and procedures, particularly those relating to child protection, equal opportunities, racial equality, health, safety and security, confidentiality, behaviour and data protection.
- To keep up to date records of any meetings/actions/outcomes from the meetings.
- To take responsibility for understanding the part that one plays in the progress of the School Improvement Plan and contributing to it accordingly.
- Both deliver and undertake professional development within and outside of the GLC
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- Communicate and co-operate with other agencies to support the educational, development/general progress and well-being of individual pupils and to participate in meetings arranged for any purposes described above.
- To safeguard every pupil's health, safety and well-being in line with school policies.
- To provide reports to parents, pupils, Governors and the Leadership Team with regard to the progress within EYFS.
- To liaise with the SENCO, Assistant Heads and Deputy Head to contribute to the planning and organising of the work of the LSA's in EYFS, in order to have a positive impact on pupil progress.
- To keep up to date with current trends and research and to debate as appropriate.
- To improve the quality of teaching and learning across the EYFS.
- To review planning and teaching methods in order to meet the needs of individual pupils, including SEN, Gifted and Talented, Looked After Children and children with English as an Additional Language.
- To exemplify good practice in the classroom and provide demonstration lessons for staff/Governors/parents as appropriate.
- To evaluate assessment data in EYFS and discuss outcomes with the Key Stage One Leader, Assessment Leader and Assistant Head Teachers.
- To carry out work scrutiny to ensure high standards and continuity across the EYFS.
- To liaise with other Year Group Leaders to ensure progression and continuity across the school and ensure that the EYFS is seen as an integral part of the whole school community.
- To support, guide and advise staff in all aspects of their work.
- To work with EYFS Leaders from other schools to ensure consistency of practice and to keep up with developments within EYFS.
- To provide curriculum information for parents such as letters and booklets, in line with school policy and in consultation with the Head Teacher.
- To lead parents meetings/workshops, in consultation with the Head Teacher.
- To organise special assemblies, performances, school trips and other events.
- To carry out any other duties reasonably requested by the Head Teacher or Deputy Head. The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Head Teacher.

Teaching and Learning

- Meticulously plan and teach engaging and challenging lessons that pave the way for success in school and life
- Meet the needs of all learners by consistently planning and teaching carefully differentiated lessons
- Set and mark appropriate homework
- Use regular, measurable and significant assessments of their teaching
- Complete all reporting on time
- Closely monitor progress and attainment of their pupils and use it to inform their teaching
- Provide content for and where necessary deliver high quality pupil interventions with direction from SENDCO
- Maintain regular and productive communication with parents about their child's

progress, behaviour and development, including attending after school parent meetings as required

- Organize and participate in exciting and motivating trips and events
- To monitor and review impact and identify areas for development across the school

Person Specification: Primary Year Lead

| | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> • Fully accredited Qualified Teacher status • If qualified post September 1999, successful completion of the Induction Year | <ul style="list-style-type: none"> • Evidence of recent continuing professional development |
| Teaching Experience and leadership | <ul style="list-style-type: none"> • Experience of successful teaching within the age range for which the applicant is applying • Up to date knowledge of the EYFS Curriculum. • Experience of using positive behaviour management strategies effectively • Experience of effective team working • Experience of raising attainment in a leadership role. | <ul style="list-style-type: none"> • Successful teaching within the requirements of the National Curriculum • Experience of working as part of a school team developing whole school policies • Experience of planning and managing the work of classroom support staff • Experience of using effective assessment strategies • Experience of whole school target setting • Experience of parent/carer consultation meetings |
| Knowledge and understanding | <ul style="list-style-type: none"> • A good understanding of the new National Curriculum • Knowledge of the characteristics of effective teaching and learning • Knowledge of the SEND Code of Practice and its application • Knowledge of effective safeguarding and child protection policies and procedures • A good understanding of assessment and how it can best be used to extend children's learning • The statutory requirements of legislation concerning Equal Opportunities and Health & Safety | <ul style="list-style-type: none"> • In addition, the Year Group Leader might also have knowledge and understanding of: <ul style="list-style-type: none"> the preparation and administration of statutory National Curriculum tests the links between schools, especially partner schools A thorough and up to date knowledge of subject specialism |

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| | <ul style="list-style-type: none"> the positive links necessary within school and with all its stakeholders | |
| Skills | <ul style="list-style-type: none"> The ability to use a range of teaching strategies to meet the needs of all pupils effectively The ability to use a range of classroom management strategies to ensure children develop good learning behaviours The ability to challenge and support all pupils to make good progress Basic understanding and competence in ICT The ability to communicate effectively with pupils, parents/carers and colleagues from a range of different environments, building good relationships The ability to write clear, concise reports promote the school's aims positively, and use effective strategies to monitor motivation and morale | <ul style="list-style-type: none"> Good understanding and competence in ICT |
| Personal characteristics | <ul style="list-style-type: none"> Good organisational skills and time management Professional confidence to work independently Creative and enthusiastic Flexible and patient Emotionally resilient Ability to work to deadlines Willingness to contribute to whole school initiatives and support school improvement programmes An ability to accept responsibility for planning and sustaining his/her own professional development Commitment to raising achievement Adaptability to changing circumstances and new ideas Ability to be evaluative and accept advice | <ul style="list-style-type: none"> Desire to develop leadership and management skills |

