

## **Sunnyfields Primary School**

**Job description:** Early Years Lead

**Responsible to:** Head teacher

**Responsible for:** Quality of teaching and learning in Early Years

The essential quality of a leader is to provide all teachers with an example which demonstrates the commitment required to achieve excellence and school improvement. The EY Lead will be involved in:

- Managing professional development and review
- Organising and implementing the curriculum
- Fostering positive relationship within the local community and between stakeholders: colleagues, children, parents and governors
- Monitoring and evaluating Standards

### **Job Purpose:**

- To support the head teacher in the strategic direction of the school
- To promote effective teaching strategies within Early Years
- To ensure continuity and progression throughout keys areas of the curriculum
- To make strategic evaluations of teaching and learning
- To role model high levels of commitment and efficacy
- To act and support others to perform as well motivated team members

The main areas of responsibility and the assigned duties are specified below .  
This is a senior post within the staff.

### **Teaching Role**

1. To promote the well being of pupils and foster high levels of self esteem.
2. To maintain outstanding practice teaching pupils with wide range of abilities, including pupils with SEND, new arrivals, bilingual learners and more able pupils.
3. To lead by example as a teacher and as a leader, achieving high standards of pupil attainment, behaviour and motivation through effective management of the setting.
4. To have a clear understanding of how children learn and to use this knowledge to plan exciting and stimulating activities throughout the setting, which meet the needs of all pupils in your class.

5. To have a very good knowledge of behaviour management strategies and to be able to use them effectively to support children's progress and development both within a class and across Early Years.
6. To use a wide range of assessment strategies and understand how to use them to support children's progress and development through the planning and delivery of interventions.
7. To be able to use assessment data to track pupil performance, raise standards and improve progress both as a teacher and leader.
8. To be proactive in the curriculum leadership of a curriculum area and to know how to raise standards in a subject area across the school.
9. To be able to take the initiative in a range of situations, to be well-organised, able to work effectively under pressure and to prioritise appropriately to meet deadlines.
10. To be competent in the use of IT as an aid to both teaching and learning.
11. To be approachable, accessible, flexible, patient, a good listener and a team player.
12. To be able to motivate and support other members of staff in different teams within the school.
13. To understand the purpose of Appraisal and its links to both personal and whole school development priorities.
14. To build positive relations with all stakeholders (including staff, pupils, parents and governors)
15. To act professionally at all times, providing a role model to other members of the school community.
16. To be able to communicate effectively, both orally and in writing, in a range of contexts and for a range of audiences.
17. To support the head in ensuring pupils across the school are safeguarded.

## **Leadership**

1. Support the head teacher in providing a clear vision and direction for the development of the school.
2. Upholding the school's aims and ethos.
3. Take a leading role in evaluating teaching and learning across Early Years
4. Attend Leadership Group meetings as required, and report back to staff when necessary.
5. Contribute to Leadership Group decisions on aspects of policy development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's improvement plan and assessment cycle,
6. Be a strong advocate for change and champion school improvement.
7. To maintain confidentiality regarding Leadership Group discussions and to show public support for Leadership Group decisions.

8. Convey a positive “can do” attitude, motivate and inspire staff and present a ‘united front’ to secure successful outcomes of school initiatives.
9. Establish good relationships, encourage good working practices, support and lead teachers.
10. When required, lead the professional development of all staff through example, coaching, peer support and target setting.
11. Support subject leaders in the development and implementation of curricular initiatives.
12. To monitor the quality of teaching and learning across the key stage, in line with the school policy. This may include lesson observations, support for planning and scrutiny of learning journals.
13. To review long term planning across the key stage to ensure impact and sufficient coverage, progression and a range of learning experiences in key areas of the curriculum.
14. Set appropriate expectations across the key stages for staff and pupils in relation to standards of pupils’ achievements and the quality of teaching and establishing clear targets for improving and sustaining pupils’ achievement supporting the process of teaching and learning in accordance with agreed policies and guidelines.
15. Guide parents so that they know how they can support their child, feel involved as partners in the education process and feel welcomed into the school community.

### **Recording and Assessment**

1. Contribute to the target setting process for raising achievement for end of Key Stage pupils and feedback to the Head teacher and Deputy.
2. Monitor progress across the key stages in key areas and ensure appropriate co-ordinator action plans are being implemented.

### **Standards and Quality Assurance**

1. Support the aims and ethos of the school.
2. Liaise with the Governors, when appropriate, to facilitate their overview of school management.
3. Participate in parent evenings.
4. Raise standards in terms of the school's behaviour code and uniform regulations.
5. Participate in staff training.
6. Promote Continuing Professional Development of teachers and teacher assistants.
7. Lead phase and staff meetings.

### **People and relationships**

1. Sustain effective, positive relationships with all staff, pupils, parents and governors and the local community.
2. Encourage moral and spiritual growth and civic and social responsibility amongst pupils.

3. Manage innovation and change.
4. Work collaboratively.
5. Manage and develop effective working relationships with all staff in the school.
6. Conduct oneself in a professional manner at all times when dealing with all members of the school community, keeping calm in challenging situations, helping to diffuse situations or seeking solutions to resolve issues.

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below. The conditions of employment of teachers in the School Teachers' Pay and Conditions of Service Document apply to this post, whose holder is expected to carry out the professional duties of a teacher as circumstances may require, under the reasonable direction of the Head teacher.

**General Expectations:**

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. This job description does not form part of the contract of employment. It describes the way in which the teacher is expected and required to perform and complete the particular duties as set out above.