



New King's Road, London SW6
T: 020 7736 2318 E: info@academy.thomas-s.co.uk

Job Description

Job title	Early Years Foundation Stage (EYFS) Leader and Class Teacher
Salary	MPS plus TLR
Hours	Full Time
Contract type	Permanent
Reporting to	Head Teacher
Responsible for	Early Years Foundation stage

Thomas's Academy is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Main purpose

In addition to:

- Fulfilling the professional responsibilities of a teacher, as set out in the [School Teachers' Pay and Conditions document](#)
- Meeting the expectations set out in the [Teachers' Standards](#)

The EYFS leader, under the direction of the Head Teacher, will take lead responsibility of the EYFS to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all

Duties and responsibilities

Strategic direction

- Contribute to the school development plan and school evaluation plan to ensure EYFS has a profile in school strategic development
- Develop and implement policies for the EYFS in line with our school's commitment to high-quality teaching and learning
- Have a good understanding of how well the EYFS is being delivered and the impact on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the EYFS
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values
- Consult pupils, parents and staff about the EYFS and its effectiveness, and assess the feedback against the school's vision, values and aims
- Work with the special educational needs coordinator (SENCO) to ensure the curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities
- Work with subject leaders to understand how their subject is developed at the EYFS
- Liaise with the local authority (LA) and the Trust on EYFS-related projects and activities
- Share outstanding EYFS practice, knowledge and expertise throughout the school as appropriate
- Make a positive contribution to the wider life and ethos of the school
- Promote the EYFS within the local community including by giving tours of the environment
- Develop positive relationships with stakeholders including parents and trustees



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- Collaborate with relevant professional within and beyond the school
- Stay abreast of EYFS developments

Leading the curriculum

- Develop and review regularly the vision, aims and purpose for EYFS
- Monitor changes to EYFS teaching, learning and school improvement, and share with staff as appropriate
- Oversee the planning of a curriculum that:
 - o Is diverse and inclusive
 - o Meets the needs of all pupils and the requirements of the EYFS framework
 - o Is well sequenced to promote pupil progress towards the early learning goals (ELGs)
 - o Is effectively and consistently implemented across the EYFS
- Make sure there is an effective system of assessment that meets the requirements of the EYFS framework and tracks the progress of pupils to check the curriculum has a positive impact on learning
- Have an overarching responsibility for pupils' achievement and standards in the EYFS
- Report on the curriculum and assessment to the Trustees as required

Leading and managing staff

- Hold regular team meetings on the EYFS to keep staff informed of developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the EYFS
- Monitor teaching and learning to assess how well the EYFS is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the EYFS
- Take a leading role in inducting new EYFS staff and making sure they uphold expected values and teaching standards
- Coach and model team teaching
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
- Monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate
- Provide appraisals to staff in line with the school's appraisal policy
- Ensure staffing meets the requirements of the environment

Efficient and effective deployment of resources

- Create a safe, welcoming environment and take care of the classroom accommodation
- Audit the indoor and outdoor learning spaces in the EYFS to evaluate the quality of the overall learning environment
- Ensure resources used are diverse, inclusive and accessible
- Provide support with classroom displays for the EYFS across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Support continuous provision in the EYFS, which allows pupils to play independently and gives them a sense of ownership over their environment
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the EYFS budget effectively to ensure it is spent on resources that add value and enhance the learning experience



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- Ensure online programmes are set up effectively and staff are able to use the programmes to good effect

Teaching

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for internal and external assessments
- Ensure the environment is set up to meet the needs of the children, requirements within EYFS and are in line with school guidance

Safeguarding

- Work in line with statutory safeguarding policies and our school safeguarding policies
- Work with the designated safeguarding lead (DSL) and deputies to promote the best interests of children and pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

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 and internal policies setting out professional duties and responsibilities

Professional Development

- Participate in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching and leadership skills
- Participate in school professional development

Please note, 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.

Signature of post holder:

Date:

Signature of Head Teacher/School Business Manager:

Date:

Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Degree • Qualified teacher status
Experience	<ul style="list-style-type: none"> • Successful experience of leadership • EYFS teaching experience
Skills and knowledge	<ul style="list-style-type: none"> • Expert knowledge of the EYFS statutory framework and handbook • Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve • Awareness of local and national organisations that can support delivering the EYFS • Ability to build effective working relationships with staff and other stakeholders • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Good IT skills • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others
Personal qualities	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for all pupils • Uphold and promote the ethos and values of the school • Ability to work under pressure and prioritise effectively • Maintain confidentiality at all times • Commitment to safeguarding, equality, diversity and inclusion