

CLIFTON LODGE SCHOOL

Role Profile: Reception Teacher / EYFS Lead

Purpose

- To fulfil the professional responsibilities of a teacher and to meet the expectations set out in the teaching standards
- To demonstrate great care for each child's well-being and learning progression.
- To be able to implement an engaging and successful EYFS curriculum based on the EYFS expectations.
- To ensure the school meets ISI EYFS compliance regulations.
- To confidently and capably lead the EYFS staff and Early Years area.

Key Accountabilities

Strategic direction

- > Provide vision, direction and leadership of Early Years
- > Play a key role in the school's Educational Leadership Team (ELT), liaising with other key stages to promote a consistency of direction and expectation
- > 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 improvement plan and school evaluation, and produce an action plan for the EYFS
- > Be able to present a coherent and accurate account of pupil performance and other self-evaluation evidence to a range of audiences, including governors, community, ELT, SLT and ISI inspectors
- > 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 Inclusion Lead to ensure the curriculum meets the needs of all pupils, including those with EAL
- > Work with subject leaders to understand how their subject is developed at the EYFS
- > Liaise with the Cognita EYFS hub on EYFS-related projects and activities
- > Share outstanding EYFS practice, knowledge and expertise throughout the school as appropriate

Leading the curriculum

- > Develop and review regularly the vision, aims and purpose for EYFS in line with the whole school
- > Monitor changes to EYFS teaching, learning and school improvement, and share with staff as appropriate
- > Oversee the planning of a curriculum that:
 - 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) and the challenges of the Clifton Lodge curriculum objectives
 - 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 precisely 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

Leading and managing staff

- > Hold regular team meetings 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

Efficient and effective deployment of resources

- > Provide support with appropriate resources in the EYFS
- > 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 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
- > Prepare appropriate resources for remote learning, where needed, to ensure the EYFS can be delivered at home

Other areas of responsibility

- > Promote the school at Open Days and during private tours
- > To carry out any additional responsibility as discussed with the Head, including, but not limited to, extra-curricular activities

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately and promptly (DSL / DDSL / LADO) in line with policy
- To engage in safeguarding training when required
- To take on responsibility for Safeguarding in the Early Years and attend relevant Safeguarding Team meetings.

Person Specification

	Essential	Desirable
Skills	<p>Ability to work in a team, form positive relationships with students, colleagues and members of the community</p> <p>Good organisational skills</p> <p>Good communication and listening skills</p> <p>Competent user of ICT or willing to develop.</p> <p>Evidence of good classroom practice and excellent teaching</p> <p>Keeps well-informed of changes in EYFS</p> <p>Evidence of successful teaching to a range of abilities and adaptability in order to do so</p> <p>Ability to meet deadlines and show good attention to detail</p> <p>Ability to undertake tasks related to monitoring and evaluation</p> <p>Commitment and ability to work with colleagues to improve classroom effectiveness and raise achievement</p> <p>Ability to manage students firmly, fairly and effectively</p>	<p>Trained in the use of Tapestry</p> <p>Read Write Inc trained</p>
Qualifications	Graduate with teaching qualification (B.Ed. / PGCE)	
Experience	<p>Qualified Teacher Status</p> <p>EYFS Teaching – particularly in Reception.</p> <p>Thorough knowledge of the Early Learning Goals and Age-Related Expectations for the whole of EYFS, in particular for Reception.</p>	<p>Knowledge / Experience of KS1</p> <p>Knowledge of ISI EYFS Regulations</p>
Other	<p>Enthusiastic, positive and conscientious</p> <p>Motivated, reliable and demonstrates integrity</p>	

Key Stakeholders:

Internal – Teachers, students, colleagues

External – Parents and external agents

The Key Accountabilities listed above are not exhaustive and may be varied from time to time as dictated by the changing needs of Cognita. In this case, any significant changes or variations will be consulted with the post holder before undertaking these responsibilities.

To be signed and dated by employee:

Signed:

Name (print):

Date: