



Excellence for All

### Early Years Leader– Job Description

<b>Post title:</b>	<b>Strand Leader First School</b>
<b>Grade:</b>	<b>TLR2a</b>
<b>Responsible to:</b>	<b>Assistant Headteacher – First School</b>

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#### **Purpose**

In collaboration with the Assistant Headteacher for First School, to help strategically lead and develop the curriculum within the Early Years and Foundation Stage Department (First School), implement and contribute to the Development Plan and extend outstanding Early Years support through training and outreach to the wider community.

Our Strand Lead job involves leading high-quality care and education for young children (up to 8 years), acting as a role model, mentoring other staff, and driving improvements in learning environments, curriculum (like Communication & Language, Physical Activity), and parental engagement, often focusing on specific areas or supporting other settings to achieve outstanding standards. They bridge hands-on practice with leadership, implementing frameworks like the EYFS Framework and Ofsted standards.

#### **Key Responsibilities**

- **Pedagogical Leadership:** Modelling best practices, leading on curriculum delivery (EYFS), planning, assessment, and ensuring an inclusive, stimulating environment.
- **Team Leadership & Mentoring:** Coaching and mentoring other practitioners, sharing expertise, and developing staff capacity.
- **Quality Assurance:** Driving improvements, raising standards, and ensuring compliance with frameworks and regulations (e.g., Ofsted).
- **Specific Lead Roles:** Taking charge of areas like Communication & Language, Physical Development, Safeguarding, or SEND.
- **Parent & Community Engagement:** Building strong relationships with parents, encouraging involvement, and sometimes conducting home visits.
- **Operational Duties:** Managing the day-to-day delivery of care and learning within their team or setting.

#### **Class Teacher responsibilities:**

You will be required to:

- Support the Assistant Headteacher in all matters of Department policy

- Ensure on-going assessment of students' work and abilities through comprehensive and detailed record keeping and where required moderated work in line with school guidance
- Provide suitably differentiated work to meet the individual needs of students in your teaching groups.
- Write annual reports, annual reviews and any other reports required by the Headteacher
- Attend annual review meetings and staff training
- Attend weekly meetings outside school hours relating to the work of the Department.
- Establish and maintain contact and good working links with parents
- Maintain good discipline within the parameters set down within school and Department guidelines.
- Establish and maintain good relationships with support staff working in the classroom
- Work, as required, in close co-operation with other staff in the Department
- Contribute to the design and provision of an engaging, challenging curriculum
- Contribute to the decision making process within Department and be actively involved in the implementation of Department action plans
- Where required work in partnership with other professionals as part of a multi-disciplinary team

### **Wider School Responsibilities**

You will be required to:

- Be an active and involved member of the school
- Support the Headteacher in all matters of school policy
- Work for the advancement and development of the whole school being particularly aware of those problems, both organisational and administrative, which might affect the daily routine
- Show a sense of responsibility for all students within the school in all matters of welfare and discipline
- Attend staff meetings outside school hours or any other meetings, which the Headteacher considers to be important, not exceeding teacher directed hours
- Contribute to the decision making process within the school and be actively involved in the implementation of school action plans
- Work, where appropriate, in close co-operation with staff from other Departments

### **Specific teaching and learning responsibilities attached**

You will be required to:

- Design and plan schemes of work. This will be used with semi-formal and formal learners taking account of any national requirements.
- Design and plan appropriate summative and formative assessment systems for cohorts of learners in collaboration with Leadership.
- Monitor the teaching and learning through Learning Walks and observation of teachers across the Department and when required the wider school.
- Organise and be part of student progress meetings, analyse data to identify any gaps and act upon them.
- To monitor data as needed for bench marking and target setting and to develop and maintain moderation links with external organisations

- Contribute to the school development plan (SDP) and school self-evaluation form (SEF)
- Use subject expertise to train and coach teachers and support staff
- Attend and contribute to Middle Leadership Meetings
- Keep abreast of local and national mainstream and SEN issues and new initiatives.
- Help identify and purchase appropriate resources for the Department
- Line manage teachers within the Department

### **Key Skills & Qualities**

- Passion for child development and improving outcomes.
- Strong understanding of leadership in an early year's context.
- Ability to work collaboratively and build trusting relationships.
- Commitment to professional development and reflective practice.

**PERSON SPECIFICATION**

\* E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

<p><b>Qualifications and Experience</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher with a strong background in working with students with special needs</li> <li>• At least 2 years' experience working with an Special Needs School</li> <li>• Proven ability to adapt curriculum delivery</li> <li>• Successful experience of working with other agencies</li> <li>• Additional Qualification in Special Educational Needs</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> <li>• E</li> <li>• E</li> <li>• D</li> <li>• D</li> </ul>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge of current methodology in the education of students with special needs</li> <li>• Knowledge of the current National curriculum for EYFS</li> <li>• Knowledge of the different assessments for EYFS</li> <li>• Ability to work as part of a team and manage the deployment of other adults working in the class</li> <li>• Ability to work with other Curriculum Leads to make decisions and lead on the curriculum across the school</li> <li>• Awareness of the role and importance of multi-professional working arrangements</li> <li>• Ability to compose clear written reports and analyse data</li> <li>• Ability to support on teaching and learning, curriculum developments and training across the school</li> <li>• Able to construct an individualised curriculum / timetable for specific students</li> <li>• Ability to form constructive relationships with parents</li> <li>• Awareness of different communication systems (e.g. PECS, Makaton, AAC devices).</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> </ul>
<p><b>Skills and Abilities</b></p> <ul style="list-style-type: none"> <li>• Skilled in using visual supports, social stories, and structured teaching approaches.</li> <li>• Ability to create and deliver personalised, engaging programmes and to be able to support teachers to do this</li> <li>• Competence in monitoring and tracking progress, using data to inform interventions.</li> <li>• Ability to work effectively as part of a team and plan jointly</li> <li>• Ability to work with other Leads from local schools (mainstream and special)</li> <li>• Commitment to undertaking a detailed induction programme if needed</li> <li>• Commitment to undertake additional training relevant to the post</li> <li>• Ability to make use of ICT to support students' learning</li> <li>• Able to confidently and competently apply knowledge and skills acquired from training into a practical context, in and outside formal classroom settings</li> <li>• Good planning and organisational skills</li> <li>• Ability to motivate and encourage students</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> </ul>
<p><b>Work-related Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Familiarity with EHCP processes and contributing to annual reviews.</li> <li>• Confidence in delivering training or workshops to staff and parents.</li> <li>• Be a reflective and self-evaluating practitioner</li> <li>• Flexible and adaptable</li> <li>• Confident in a variety of situations</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> </ul>

<ul style="list-style-type: none"> <li>• Able to work independently and as part of a team</li> <li>• Effective communicator</li> <li>• Ability to form effective relationships with colleagues and students, understand professional boundaries and demonstrate suitability to work with children</li> <li>• Inspire trust and confidence</li> <li>• Commitment to support training of parents and agencies beyond the school</li> <li>• Passion for excellence and providing an outstanding education for all students</li> <li>• Being a reflective and self-evaluating practitioner</li> <li>• Passion for excellence and the capacity to enjoy the challenges associated with a motivated school committed to high professional standards in all aspects of its work</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> </ul>
<p><b>Other Work-related Requirements</b></p> <ul style="list-style-type: none"> <li>• Suitability to work with Children</li> <li>• DBS Check</li> <li>• Patient and resilient</li> <li>• Willing to attend evening meetings as required</li> <li>• Willing to attend training, including intervention training, and implement actions</li> <li>• Able to manage the physical aspects of working with children with SEN</li> <li>• Business insurance</li> </ul>	<ul style="list-style-type: none"> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• E</li> <li>• D</li> </ul>