

**BRISTOL CITY COUNCIL****ROLE SPECIFICATION/JOB DESCRIPTION**

<b>Role:</b>	Early Years Lead Teacher
<b>Pay grade:</b>	Lead Practitioner spine point 1 to 4
<b>Managed by:</b>	Employing setting Head Teacher in partnership with BCC Area Lead Consultant
<b>Responsible for:</b>	No direct reports

**Purpose of the role**

To provide professional support and challenge for allocated Bristol EYFS Settings in partnership with the employing setting and Bristol City Council EYs Team, in order to:

- Develop high quality early years provision through a citywide culture of challenge and reflection
- Protect and support the quality of early years provision across the city, by providing a responsive and universal support system.
- Promote high aspirations and outcomes for **all** children and families especially the most disadvantaged
- Provide support and challenge for leadership and management of EYs settings
- Provide support and challenge for the effective delivery of the EYFS
- Empower and upskill the Early Years workforce.

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**Key outcomes/accountabilities**

- Lead Teachers work in partnership with the Bristol City Council Early Years Team and the employing or base setting to ensure consistent, responsive, inspirational and high-quality support for EYFS settings across the city.
- EYFS settings receive regular contact from their Lead Teacher and know that their Lead Teacher can be accessed for ongoing support.
- EYFS settings are supported through focussed lead teacher visits that provide opportunities for professional reflective discussion and are planned to meet local and national priorities.
- Early Years setting managers are supported and provided with networking and peer support opportunities through regular local EYs setting managers meetings facilitated by lead teachers.
- EYFS teams in schools are supported and provided with networking and peer support opportunities through regular local School cluster meetings facilitated by Lead Teachers.
- Partnership working between Early Years settings and their local schools is promoted, supported and facilitated by lead teachers.
- Childminders feel valued and supported through the provision of weekly lead teacher facilitated childminding groups that demonstrate high quality provision and practice.
- Lead Teachers work in partnership with the Local Authority Childminding team to ensure consistent and high-quality support for childminders across the city.
- Lead teachers work in partnership with the Portage and Inclusion team with a shared commitment to ensuring that all children's needs are supported in Bristol EYFS settings.
- Regular CPD and networking opportunities focusing on national and local priorities are available to all EYFS practitioners. These are planned and facilitated by lead teachers in



partnership with other system leaders, the Early Years Teaching Hub and the Bristol City Council Early Years Team.

- Lead Teachers have an advocacy role for the Bristol Standard helping to ensure that EYFS settings in Bristol know about this quality improvement framework, how it can benefit their setting and their children and how they can access support with it.
- Partnership working with parents and other professionals is promoted and supported across all EYFS settings.
- Integrated working with other services such as Family Support and Health and Social Care is promoted and supported across all EYFS settings.
- Lead teachers have a sound understanding of safeguarding responsibilities and processes and support EYFS settings to respond in a timely and appropriate manner.
- Lead teachers have a sense of belonging at the setting through which they are employed (or an alternative appropriate setting) and spend dedicated time each week supporting the development of high-quality practice and provision within this setting ensuring that as lead teachers, they are based in practice.
- Lead Teacher support for Local Authority priority projects helps to ensure that the projects have high visibility and sustained impact and includes partnership working with the Bristol Early Years Teaching Hub.
- Lead Teachers maintain records of visits to schools and settings, provide flexible support and report on progress as required.
- Lead Teachers keep up-to-date with national initiatives and educational research.
- Lead Teachers capture and share best practice across EYFS settings.
- Lead Teachers respond to priorities as required and as identified by their manager in partnership with the BCC Early Years team.

- This role specification sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes.
- This role specification sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.