

# **Pegasus Academy Trust**



## **Year Group Leader Role Profile and Person Specification**

**EYFS Lead**

**2026**

<b>Role</b>	<b>Year Group Leader (as this post carries an additional TLR payment all the accountabilities below are in addition to the duties of a MPS/UPS teacher)</b>
<b>Job Purpose</b>	<p>To provide strategic leadership for the nursery and reception classes at one school in the Trust with day to day responsibilities for the quality and consistency of provision across the classes in that year group especially with regard to planning and assessment within the EYFS Framework</p> <p>To ensure that the teaching and learning priorities of the Trust are reflected in the work of the year group</p> <p>To be the first point of contact for a year group carrying out associated duties that are reasonably assigned by the Senior Leadership Team</p>
<b>Accountable to:</b>	<b>Executive Heads and Heads of School</b>
<b>Accountabilities</b>	<p><b>1. Leadership and management</b></p> <p>a) Ensure all staff in a year group adhere to policy as required by the Executive Heads and Heads of School and translate the Trust vision into operational plans</p> <p>b) Play a significant role in the delivery of the Academy Improvement Plan (AIP), suggesting targets, being responsible for year group elements of those targets and judging the impact of actions at the end of the cycle</p>
	<p><b>2. Teaching and learning</b></p> <p>a) Ensure that consistent, inclusive and differentiated long term, medium term, short term and where appropriate individual pupil planning is carried out across the year group, chairing planning meetings.</p> <p>b) Lead by example in ensuring that all aspects of planning are in place in order to deliver lessons appropriate to the needs and abilities of the pupils in each class/set in the year group, including those with additional needs e.g. pupils with special needs, PPG, EAL and the more able</p> <p>c) Ensure that year group teachers share planning to maximise expertise and consistency of provision for children of all abilities in the specified classes and sets and to delegate tasks within planning meetings.</p> <p>d) Liaise with the Senior Leadership Team to ensure that support staff in the year group are deployed effectively to help raise standards and that relevant information including curriculum plans are regularly provided to them</p> <p>e) Ensure that staff covering for absence are provided with sufficient support to enable lessons to be taught to the highest possible standard in the absence of the regular teacher</p> <p>f) Ensure that target setting, the analysis of targets and their review is carried out in the year group</p> <p>g) Be responsible for undertaking monitoring activities at regular intervals i.e. talking to pupils, undertaking work scrutiny, lesson observations, learning walks etc. feeding back to staff/leadership team with written reviews/evaluations when required</p>

	<ul style="list-style-type: none"> <li>h) Ensure, in accordance with Trust policy, that formative and summative assessments of pupils' progress/performance take place as required and that outcomes are used to inform planning/target setting</li> <li>i) Promote excellence and innovation in teaching and learning, including curriculum development, suggesting solutions rather than highlighting problems</li> <li>j) Ensure that individual pupil progress is regularly assessed, recorded, reported to parents and utilised effectively to inform teaching and learning and to liaise with other year leaders to ensure deadlines are met</li> </ul>
	<p><b>3. Pastoral care</b></p> <ul style="list-style-type: none"> <li>a) Ensure effective systems are in place to support the physical, mental and moral well-being, safety and welfare of all pupils</li> <li>b) Address any concerns with sensitivity and diplomacy, keeping the Executive Heads and Heads of School informed as appropriate</li> </ul>
	<p><b>4. Communications and external links</b></p> <ul style="list-style-type: none"> <li>a) Build constructive relationships with parents/carers and other members of the community, to ensure the continuing excellent local reputation of the Trust</li> <li>b) Attend and contribute to regular meetings of the middle leaders' group of the Trust - tabling agenda items related to your year group as appropriate</li> </ul>
	<p><b>5. Management of resources</b></p> <ul style="list-style-type: none"> <li>a) Identify future resourcing needs and aspirations for the year group for consideration in the budget planning process</li> <li>b) Ensure that there is appropriate risk management throughout the year group, including school visits, activities, clubs etc.</li> </ul>

	<p><b>6. Training and development of self and others</b></p> <p>a) As a lead professional, regularly review own practice, set personal targets and take responsibility for own continuous professional development.</p> <p>b) Identify staff training needs within the year group, and ensure that wherever possible these are appropriately met and that all staff of the year group are active in their own personal and continuous professional development.</p> <p>c) Support Early Career Teachers, teachers in training and other students and trainees working in the year group – coaching, mentoring and modelling as required.</p> <p>d) Ensure that appropriate 'cover' arrangements are made, for teachers and support staff, in order that CPD activities take place as planned and that a review of the benefit of such activities is made as required and cascaded to staff in the year group/phase/school as appropriate.</p>
	<p><b>7. Supporting the work of The Pegasus Academy Trust</b></p> <p>a) Develop strong, positive relationships with Trust colleagues; contribute to collaborative work with other year groups and sharing of best practice.</p>
<p><b>General requirements</b></p>	<p><b>All Trust staff are expected to:</b></p> <p>a. Work towards and support the Trust's vision and objectives;</p> <p>b. Support and contribute to the Trust's responsibility for safeguarding students;</p> <p>c. Work within the Trust's Health and Safety Policy to ensure a safe working environment for staff, pupils and visitors;</p> <p>d. Work within the Trust's Equalities to promote equality of opportunity for all pupils and staff, both current and prospective;</p> <p>e. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues;</p> <p>f. Engage actively in the performance review process;</p> <p>g. Adhere to Trust policies and procedures as notified to staff;</p> <p>h. Undertake other reasonable duties related to the job purpose required from time to time.</p>
<p><b>Review and Amendment</b></p>	<p>This job description should be seen as enabling rather than restrictive and will be subject to regular review.</p>

**Person Specification****Skills**

A creative thinker who can demonstrate that they are able to evaluate and revise planning to ensure year on year variation, high levels of motivation and challenge for all pupils.	Essential
Excellent interpersonal and communication skills (verbal and written)	Essential
Ability to lead a team in order to ensure that all 'milestones' in planning and assessment in the EYFS are met.	Essential
Ability to prioritise own workload, manage a varied workload and delegate appropriately.	Essential

**Knowledge Base**

Knowledge and understanding of safeguarding procedures.	Essential
Ability to analyse data and use it to inform future action.	Desirable
Ability to make secure judgements about the quality of teaching and learning in EYFS and to robustly challenge underperformance, particularly any deviation from what has been agreed in staff meetings or on development plans.	Essential

**Experience**

A proven record of effective and highly effective lesson observations in EYFS.	Essential
Experience of having mentored and coached ECTs, student teachers, volunteers or those on work experience and having high expectations of them.	Essential
Understanding of the 'Teachers' Standards' and how these might be used as an aid to performance management.	Essential
Experience of leading the moderation process	Desirable

**Attitude/approach**

Ability to demonstrate adaptability and flexibility	Essential
Committed to and passionate about the learning of our youngest children	Essential
Ability to remain calm in sensitive or potentially volatile situations	Essential

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