



Post title	Class Teacher & EYFS Lead
School:	St Clare's RC Primary School
Salary and grade:	Mainscale / Upper Pay Scale TLR
Line manager/s:	The headteacher, members of the senior leadership team (SLT) and the governing body
Supervisory responsibility:	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

The EYFS Leader is a significant part of the leadership structure of the school. You are required to manage all aspects of EYFS and make a significant contribution to the school.

As part of this role you will:

1. Support and model the aims and ethos of the school.
2. Understand issues relating to the organisation, including data trends.

3. Model, support and uphold the school's policies.
4. Support other leaders in the development and running of the school.
5. Contribute to staff development activities.
6. Develop links with governors, LA, outside agencies and other schools.
7. Set a good example in terms of dress, punctuality and attendance.
8. Demonstrate the very best teaching practice and classroom management consistently
9. Constantly strive for excellence, look beyond school for research ideas and be forward thinking in terms of new educational developments that could impact upon the school.
10. You may also be asked to undertake other duties in line with your management role within the school.
11. Ensure that you take an active role in your own professional development.
12. Be active within and fully committed to working in collaboration across the Trust.
13. Uphold the school's robust safeguarding policy and processes.

As an EYFS leader you are required:

1. To develop a collaborative and co-operative approach as a Nursery and Reception team.
2. To be aware of the pastoral and well-being needs of staff, pupils and parents within the team, and advise senior leaders of any concerns.
3. To induct, support and monitor new staff within EYFS.
4. To regularly meet with staff within the EYFS, ensuring that they are aware of expectations or changes in school policy and practice.
5. To provide guidance for EYFS staff, ensuring that members of the team are fully prepared and trained, where required, in the school's planning, marking and assessment systems.
6. To build relationships with the local nurseries, ensuring that transition into school is well managed
7. To support staff in meeting moderation and assessment requirements and deadlines, and being a role model for staff in these processes.
8. To be an exemplary class room practitioner and use this practice to develop and support staff where necessary.
9. To monitor and support the improvement of teaching in EYFS by challenging aspects of practice that need development or does not meet school policy, and by then coordinating or leading support and development opportunities.
10. To be responsible and accountable for pupil outcomes within EYFS, through a process of monitoring, evaluating and reviewing pupil progress and teaching outcomes, and ensuring that appropriate interventions are in place.
11. To ensure that the needs of all pupils within EYFS are met, including those with special needs, statements, or disadvantaged pupils, and support staff where necessary in providing effective provision.
12. To manage behaviour effectively, following school policy by acting as a contact point for pupils and parents of the phase, and advising senior leaders of any ongoing issues or concerns.
13. To ensure that routine matters within the phase are carried out appropriately, e.g. that out of school visits meet school policy; that communication home to parents is appropriate etc.
14. To manage routine staffing within EYFS, ensuring that the phase is fully staffed and running within school policies.

15. To ensure transition into KS1 is smooth, liaising with Y1 teachers and ensuring that the children are prepared for KS1 expectations.

Subject Leadership

In addition to the responsibilities above, the EYFS leader may be asked to take on significant leadership of a subject or areas. They are also expected to take a lead role in developing school policies and practice.

This job specification will be reviewed annually during performance management. Your role in school may change according to the circumstances and needs identified in the School Development Plan or leadership reviews.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and wellbeing using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

Upper Pay Range Accountabilities

- Demonstrate the capacity to perform to a standard which is at least good and is effective enough to provide mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the teaching and learning at the school in order to help them meet the relevant standards and develop their teaching practice.
- Contribute significantly, where appropriate, to implementing workplace policies and practice and promote collective responsibility for their implementation.
- Have an extensive knowledge, understanding and practical application of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have an extensive knowledge, a well-informed understanding and practical application of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- Have an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of your subjects/ curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- Have sufficient depth of knowledge and experience to be able to give advice and support to colleagues on the development and well-being of children and young people.
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.