

Job Description

POST:	EYFS Leader and Teacher at Heathcote Primary School
RESPONSIBLE TO:	Headteacher, Deputy Headteacher and the governing body
SALARY:	Main Scale or UPS + TLR2a
LOCATION:	Heathcote Primary School
WORKING PATTERN:	Full Time
DISCLOSURE LEVEL:	The successful candidate will be subject to and Enhanced Disclosure and Barring Service checks along with other relevant employment checks
KEY RELATIONSHIPS:	Professional relationships will need to be built and maintained with pupils, visiting professionals, other staff in school and parents. Teachers may be required to work alongside external professionals to secure the best outcomes for children in your care.
RESPONSIBLE FOR:	The post holder will be responsible for a group of teachers and support staff.

Main purpose of the job:

- Take specific responsibility and accountability for the day to day management and organisation of Early Years Foundation Stage
- Be an excellent classroom practitioner
- Have an impact on educational progress beyond your assigned pupils
- Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school, in the absence of the Headteacher and Deputy Headteacher
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school as a Deputy DSL.
- Identify with SLT health and safety risks, hazards in the school environment and revise/implement policy and practice

SPECIFIC 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 document. Teachers will engage with the Trust's 'Growing Great People' strategy for ongoing professional development.

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
- 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 regular 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 learning
- Use and understand relevant data to monitor progress, set targets, and plan subsequent lessons

Early Years Foundation Stage Leadership (TLR Responsibilities)

- Lead Early Years Foundation Stage within the school
- To ensure that the children at Heathcote make the very best start to their educational journey by ensuring that provision at the school is of the highest quality.
- Have overall responsibility and accountability for EYFS ensuring curriculum continuity, consistency, balance, match and progression
- With support of the SLT, ensure that the school is compliant with all Early Years requirements
- Lead regular meetings relevant to Early Years with appropriate colleagues
- Develop, demonstrate and promote teaching and learning practices appropriate to age and ability range
- Support and implement the vision and ethos of the school
- Contribute to, implement and evaluate the success of Learning Improvement Plan relevant to Early Years
- Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management
- Ensure policies are translated into practice by the team and that you bring to the attention of other members of SLT any which may need revisions or amendments
- Together with other members of SLT, lead on the school self-evaluation process for Early Years including lesson observations, monitoring of school standards and bringing about improvement
- As appropriate contribute to the writing of self-evaluation and policy documents
- Promote cross-curricular approaches to teaching and learning when appropriate
- Be a proactive and effective member of the senior leadership team
- Be an effective role model for your team in terms of teaching, behaviour and classroom management
- Contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across Early Years
- Be responsible for the organisation, planning and evaluation of the school programmes as relevant to Early Years
- Manage, monitor and accurately account for any budget for your area
- Evaluate, organise and monitor the use of resources
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within Early Years
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- Ensure you keep up to date with current developments in Early Years and disseminate information as appropriate
- To make connections with local nurseries to ensure a smooth and successful transition for pupils

Behaviour and Welfare

- 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
- Effectively manage early intervention for pupils in school by co-ordinating the provision of Early Help including acting as lead professional where appropriate
- Complete your duties as a Deputy DSL reporting to the SLT where 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, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team and CAT member and identify opportunities for working with colleagues and sharing the development of effective practice within own school and within the Community Academies Trust
- 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
- Promoting the ethos of the Academy, as expressed in the mission and vision statements, is a shared responsibility to which teaching staff make a significant contribution.

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 well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Hold line management responsibility for identified staff
- Make a positive contribution to the wider life and ethos of the school

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 our Growing Great People programme of appraisal

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

Safeguarding Children

Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks, online checks, and a willingness to demonstrate commitment to the standards which flows from Community Academies Trust vision and values.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty –

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • Good honours degree 	<ul style="list-style-type: none"> • Evidence of continuous INSET
Experience	<ul style="list-style-type: none"> • Teaching to pupils in EYFS • Evidence of continuing professional development (specifically in the area of Early Years) • Evidence of working collaboratively with colleagues • Experience of leading a team of teachers on English initiatives • Experience of effective distribution of resources within the school • Experience of working collaboratively to efficient budget management • Experience of working alongside other teachers in development and learning • Experience of setting targets and monitoring, evaluating and recording progress 	<ul style="list-style-type: none"> • Experience of line management of staff • Experience of additional initiatives specific to Early Years good practice e.g. Welcom, Neli
Knowledge and Understanding	<ul style="list-style-type: none"> • Experiences of effective curriculum design including mapping component parts of a curriculum, ensuring progression. • Current understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills • Good understanding of the principles behind school improvement including school improvement planning, monitoring, reviewing and evaluation of progress • Moderation of GLD 	<ul style="list-style-type: none"> • An understanding of the broader educational context, and Government initiatives to raise achievement
Personal Qualities	<ul style="list-style-type: none"> ▪ High level of commitment to inclusive education and Equal Opportunities ▪ Is committed to raising standards for all students in pursuit of excellence ▪ High level of integrity, honesty and fairness ▪ High professional standards ▪ Demonstrate high levels of energy and ability to work under pressure ▪ Have strong leadership skills which 	

	<p>recognise and respond to difficulties as well as celebrate the achievements of the school</p> <ul style="list-style-type: none"> ▪ Ability to lead, inspire, motivate and manage people ▪ Committed to effective working relationships, giving and receiving support from others ▪ Lead by example and model excellent practice ▪ Ability to communicate as an active listener, orally and in writing ▪ Good reasoning powers and the ability to make considered decisions in a variety of situations ▪ Readiness to reflect on practice ▪ Self-motivated and able to work with initiative ▪ Demonstrate effective time management skills ▪ Strong commitment to the school ethos ▪ Committed to developing the global dimension of the school ▪ Has a real presence and positive personal impact within school ▪ Willingness to extend knowledge by working with external professional partners, including networking with other Early Years Leaders to share good practice. 	
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Job Description Acknowledgement: I have received, reviewed and fully understand the job description for English Leader. I further understand that I am responsible for the satisfactory execution of the essential functions described therein, under any and all conditions as described.

Employee Name:

Employee Signature

Date: