**Walton le Dale Primary School**

**Early Years Teacher**

**Job Description**

**Teachers Main Pay Scale**

**Temporary - Full Time**

**Core purpose**: To provide a high quality educational experience for all Early Years children

**Responsible to**: Assistant Headteacher and Headteacher

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| **School Background** | |
|  | Teachers at Walton le Dale Primary School make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. |
| **A teacher must:** | |
| 1. **Set High Expectations which Inspire, Motivate and Challenge Pupils** | |
|  | * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils. |
| 1. **Promote Good Progress And Outcomes By Pupils** | |
|  | * be accountable for pupils’ attainment, progress and outcomes * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study. |
| 1. **Demonstrate Good Knowledge Early Years Knowledge** | |
|  | * have a secure knowledge of Early Years Development, * teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |
| 1. **Plan and Teach Well Structured Lessons** | |
|  | * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching   contribute to the design and provision of an engaging curriculum within the relevant prime and specific areas. |
| 1. **Adapt teaching to respond to the strengths and needs of all pupils** | | |
|  | * know when and how to adapt activities appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | |
| 1. **Make Accurate and Productive Use of Assessment** | | |
|  | * know and understand how to assess the relevant Early Years areas of learning * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | |
| 1. **Manage Behaviour Effectively To Ensure A Good and Safe Learning Environment** | | |
|  | * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, 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 involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | |
| 1. **Fulfil Wider Professional Responsibilities** | | |
|  | * make a positive contribution to the wider life and ethos of the school * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being. | |
| **Additionally:**  A teacher at Walton le Dale Primary School is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher’s career.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   + treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position | | |
|  | * + having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions   + showing tolerance of and respect for the rights of others   + not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs   + ensuring that personal beliefs are not expressed in ways, which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities. | |
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**Other Duties**

* To contribute to documents relating to procedures within school and to review such procedures with other teachers
* To liaise with the official agencies concerned with the welfare of children and to inform the named person of any children in need of protection because of abuse or neglect
* To undertake an equal share of playground duties and rota duties for school activities and be willing to take part in extra curricular activities
* To attend and participate in staff meetings and inset as requested by the Headteacher
* To attend and participate in planning meetings with colleagues as required
* To pay due attention to work times as detailed in staff conditions policy documents
* To undertake any other task the Headteacher may require which can be deemed reasonable for the efficient running of the school

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher. This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required.

Signed: Date: