

St. Andrew's C of E Infant School



Job Description – EYFS Leader

You are required to be highly competent in all elements of the “The School Teachers’ Pay and Conditions’ Document and the ‘Teacher Standards 2012’ and carry out the responsibilities of a school teacher as set out in these documents. The post requires you to undertake responsibility to enable teaching and learning and pupil progress to take place through a defined subject area. The post requires you to safeguard and promote the welfare of children and young people.

DUTIES AND RESPONSIBILITIES

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.
- 2. Promote good progress and outcomes by pupils:**
 - Be accountable for pupils’ attainment, progress and outcomes;
 - Plan teaching to build on pupils’ capabilities and prior knowledge;
 - 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 upon teaching;
 - Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject knowledge and curriculum knowledge:**
 - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject and address misunderstandings;
 - Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship;
 - Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject;
 - If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
 - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons:

- Impact 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 subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils:

- Know how and when to differentiate 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.

6. Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- 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.

7. 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 school, in accordance with the school's behaviour policy;
- Have high expectations of behaviour, and establish a framework for discipline with a wide 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.

8. 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;
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- Communicate effectively with parents with regard to pupils' achievement and well-being;
- Deploy support staff effectively.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher 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 the 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;
- Have regard for the need to safeguard pupil's well-being, in accordance with statutory provisions;
- Showing tolerance of, and respect for, the rights of others;
- Not undermining fundamental British values and have mutual respect and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit pupil's 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.

Additional duties as Subject and EYFS Lead

To take responsibility for your subject/s in school linked to the overall aims of the school and with other subject areas ensuring that pupils achieve in this specific curriculum area/ aspect by:

- completing Annual Subject Audit and related Action Plan
- monitoring standards in teaching and learning in the subject using a range of strategies including work and planning scrutiny, pupil interviews and questionnaires, observation of learning through lesson study and learning walks.
- assessing pupils progress in these specific areas in line with agreed assessment process
- attending training to improve knowledge particularly with regard to new initiatives
- leading staff/curriculum/INSET meetings/CPD
- producing, reviewing and annually updating policies
- monitoring and evaluating action plans
- providing feedback and guidance to stakeholders including governors and parents
- ensuring resources are in good order and are suitable to support the subject area

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.