



Penwortham Primary School

“Happy Children Who Achieve”

EYFS Leader/ Classroom Teacher Job Description

Job Title:	EYFS Leader
Job Purpose:	<p>Under the reasonable direction of the Headteacher, you are required to carry out the professional duties of a school teacher as set out in the current School Teachers’ Pay and Conditions Document.</p> <p>The EYFS Leader is a significant part of the structure in the school, you are required to lead all aspect of EYFS using high-quality teaching.</p> <p>Teach in accordance with the ethos, organisation and policies of the school as a fully committed member of the teaching team and as detailed in the specific duties below.</p>
Line Manager:	Headteacher
Pay scale:	Main scale/Upper scale, School Teachers pay and conditions document + Plus TLR 2.1
Working time:	Full time / Permanent
DBS Disclosure:	Enhanced

At Penwortham Primary School

- Teachers 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.

PART ONE: TEACHING

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 on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject 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

- 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 subject area(s).

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

- know when and how 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 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.

8 Fulfil wider professional responsibilities

- Attend, take part in and lead acts of collective worship in accordance with school policy
- 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.



PART TWO A: LEADERSHIP

- Support and model the aims and ethos of the school.
- Understand issues relating to the organisation, including data trends.
- Model, support and uphold the school's policies.
- Support the leadership team of the school in the performance management of staff in the EYFS.
- Working in partnership with leaders in the cycle of school evaluation and development planning in the running of the school.
- Contribute to staff development activities.
- Be active and develop links with governors, LA, outside agencies and other schools. Build relationships with the local nurseries, ensuring that transition into school is well managed.
- Set a good example in terms of dress, punctuality and attendance.
- Demonstrate the very best teaching practice and classroom management consistently.
- Constantly strive for excellence, look beyond school for researching ideas and using initiative, be forward thinking in terms of new educational developments that could impact upon the school.
- You may also be asked to undertake other duties in line with your management role within the school.
- Ensure that you take an active role in your own professional development.
- Uphold the school's robust safeguarding policy and processes.
- To manage behavior effectively, following school policy by acting as a contact point for pupils and parents of the phase, and advising senior school leaders of any ongoing issues or concerns.

PART TWO B: EYFS LEADERSHIP

- To develop a collaborative and co-operative approach as an EYFS team, with vision, direction and leadership.
- Oversee the planning of the EYFS curriculum that:
 - Is diverse and inclusive
 - Meets the needs of all pupils and the requirements of the EYFS framework
 - Is well sequenced to promote pupil progress towards the early learning goals (ELGs)
 - Is effectively and consistently implemented across the EYFS
- 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.
- To induct, support and monitor new staff within EYFS.
- To regularly meet with staff within the EYFS, ensuring that they are aware of expectations or changes in school policy and practice.
- 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.
- To support staff in meeting moderation and assessment requirements and deadlines, and being a role model for staff in these processes.
- To be an exemplary class room practitioner and use this practice to develop and support staff where necessary.
- To monitor, evaluate and support the improvement of teaching in EYFS by challenging aspects of practice that need development or does not meet school policy, seeking strategies for improvement; working in partnership with the early years team and senior leaders to achieve them by coordinating or leading support and development opportunities.
- 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.
- 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.



- Ensure the successful development and implementation of high quality, developmentally appropriate, inclusive learning environments in the Preschool and Reception which promote a balance between learning through play, providing learning activities which will challenge, develop and prepare children for Year 1.
- To ensure transition into KS1 is smooth, liaising with Y1 teachers and ensuring that the children are prepared for KS1 expectations.
- 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.
- To manage routine staffing within EYFS, ensuring that the phase is fully staffed and running within school policies.

PART THREE: 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 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.

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.

Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.