



Potters Green Primary School

Job Description

Job Title: **Reception Teacher and EYFS Phase Leader**
Pay Scale / Grade: **TMS/UPS + TLR 2A**
Responsible to: **Headteacher**

Job Purpose:

- Be responsible for the learning and achievement of all pupils, 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.

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 this knowledge.
- Have a clear understanding of the needs of all pupils, including those with SEND, EAL and G&T 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.
- 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*.

Management

- Provide leadership and direction for the Early Years Key Stage to ensure it is managed to meet the aims and objectives of the school.
- Play a major role in the development of school policy and will make a significant contribution towards the leadership and management of the school.
- Carry out the role of Performance Management Team Reviewer for a group of staff
- Co-ordinate strategies to achieve relevant school improvement priorities that have been identified in the key stage.
- Evaluate and report on the effectiveness of practice in the key stage, suggesting areas and issued for further improvement.
- Lead professional development in the key stages through example and support, and co-ordinate the provision of high quality professional development for staff.
- Use financial and resource management innovatively and effectively.
- Promote and support appropriate pastoral care and behaviour management within the key stage.
- Co-ordinate relevant admission induction and transition strategies for pupils with the key stage.
- Induct and support new staff in the key stage.
- Co-ordinate strategies for presenting information and reports to parents and governors.
- Arrange and promote school activities and events across the key stage.
- To monitor and evaluate assessment data across the key stage.
- Define intervention strategies to address issues for development that are identified.
- Evaluate and report on the effectiveness of intervention strategies used to address identified issues.
- Identify quantifiable and challenging objectives with staff within their performance management objectives.
- Support staff in planning appropriate strategies to achieve pupil progress target levels and objectives.

- Ensure that agreed pupil progress target levels within the key stage are achieved or exceeded.
- Encourage pupils motivation and enthusiasm in the key stage developing positive responses to challenge and raise expectations.
- Monitor and evaluate the planning of other teachers, providing constructive and developmental feedback on a regular basis.
- Disseminate examples of effective planning practice within the key stage.
- Ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning.
- Ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning.
- Ensure staff are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the key stage.
- Observe colleagues teaching (through performance management/monitoring) and provide evaluative feedback on the effectiveness of their teaching strategies to being about further improvement.
- Identify and promote innovative and effective teaching strategies in the key stage to meet the needs of all pupils.
- Support and monitor the deployment of teachers, teaching assistants and other adults to ensure their effective contribution to pupils' learning.
- To carry out return to work interviews following staff absence

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 behaviours 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*.
- Promote and protect the welfare of pupils and staff (Health & Safety).
- **Take responsibility for promoting and safeguarding the welfare of children and young people within the school in line with the school's procedures for Child Protection & Safeguarding.**

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 well-being 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 Coaching / Mentoring programmes and CPD opportunities identified by the school or, 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.

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. This document must not be altered once it has been signed, but it will be reviewed annually as part of the appraisal process.

Signature of post holder:

Date:

Signature of headteacher:

Date:



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Person Specification

Job Title: **Reception Teacher and EYFS Phase Leader**
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 Responsible to: **Headteacher**

Criteria	Essential	Desirable	Assessed		
			Application form	Exercise / Task	Interview /References
Qualifications:					
Qualified Teacher Status.	✓		✓		✓
Evidence of a commitment to continued professional development.	✓		✓		✓
Experience:					
Experience of teaching across the Primary range.	✓		✓	✓	✓
Working in partnership with parents / stakeholders.	✓		✓		
Experience of management working at a similar level	✓				
Knowledge and Understanding:					
Intellectually robust with a good standard of education.	✓		✓	✓	✓
Good subject knowledge of the Early Years Foundation Stage curriculum.	✓		✓	✓	✓
Knowledge of using effective assessment practice.		✓	✓	✓	✓
Possesses a good understanding of effective Inclusion Practice ie: SEND / EAL.		✓	✓	✓	✓
Possesses a good understanding of effective Safeguarding Practice.	✓		✓		✓

Possesses a good understanding of effective behaviour / class management strategies.	✓		✓	✓	✓
Possesses a good understanding of statutory regulations and guidance relating to the post.	✓		✓		✓
Skills/Aptitude					
Ability to demonstrate a methodical, organised and flexible approach to work.	✓		✓	✓	✓
Ability to analyse data and evaluate the performance of pupil groups, pupil progress and plan appropriate action for school improvement.	✓		✓	✓	✓
Ability to establish and maintain effective working relationships.	✓		✓	✓	✓
Ability to communicate effectively (both orally and in written form) to a variety of audiences.	✓		✓	✓	✓
Ability to plan, organise and prioritise workload to meet deadlines.	✓		✓		✓
Ability to remain calm and professional, even in difficult circumstances where conflict resolution is required.	✓		✓	✓	✓
Ability to maintain a high level of confidentiality and discretion at all times.	✓		✓	✓	✓
Personal style and characteristics					
A mature and professional manner	✓		✓	✓	✓
Possesses initiative	✓		✓	✓	✓
Self-motivated	✓		✓	✓	✓
Committed / Moral Purpose	✓		✓		✓
Committed to CPD	✓		✓	✓	✓
Organised	✓		✓	✓	✓
Aspirational	✓		✓	✓	✓
Empathetic	✓			✓	✓

Flexible	✓				✓
Approachable	✓				✓
Ability to work as a team player	✓			✓	✓
Ability to remain calm under pressure	✓			✓	✓