

JOB DESCRIPTION

School	Mesne Lea Primary School
Job Title	Classroom Teacher - EYFS
Grade	M1 – M6
Primary Purpose of the Job	To assist the MAT, Headteacher, and staff in ensuring the School fulfils its primary purpose both effectively and efficiently
Responsible to	MAT and Headteacher
Principal Responsibilities	<ul style="list-style-type: none"> • Fulfil the professional responsibilities of a teacher, as set out in the School Teachers pay and conditions document • Meet the expectations set out in the Teachers Standards • Teach a class, working constructively as a member of staff within the whole school team. • Promote the ethos of the school within the context of the schools mission statement • Plan, teach, monitor, assess and evaluate the education programme for the children taught. • Share in the corporate responsibility for the well-being and discipline of all pupils. • Work within the framework of: <ul style="list-style-type: none"> ○ School Teachers' Pay and Conditions Document ○ The national legislation of the National Curriculum and Early Years Foundation Stage framework ○ School policies, schemes as part of the curriculum provided ○ Policies provided by the school and MAT

Teaching	
1	Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
2	Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
3	Adapt teaching to respond to the strengths and needs of all pupils
4	Set high expectations which inspire, motivate and challenge all pupils
5	Promote good progress and outcomes by pupils
6	Demonstrate good subject and curriculum knowledge
7	Participate in arrangements for preparing pupils for external tests
8	Develop and implement policies for the EYFS in line with our school's commitment to high-quality teaching and learning
9	Have a good understanding of how well the EYFS is being delivered and the impact on pupil achievement
10	Lead a subject or an area of need in the school (beyond ECT1)

Assessment, Recording & Reporting

1	Assess, record and report on the developmental, progress and attainment of pupils, using a variety of methods according to national requirements and school policies
2	Keep records of pupils' progress and report achievements in line with school policies and statutory requirements
3	Promote the general progress and well-being of individual pupils of any class or group of pupils assigned to you
4	Encourage children to strive for excellence in their work and behaviour

Whole-School Organisation, Strategy & Development

1	Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
2	Lead a specified subject area relating to the curriculum
3	Make a positive contribution to the wider life and ethos of the school
4	Work with others on curriculum and pupil development to secure coordinated outcomes
5	Provide cover, in the unforeseen circumstance that another teacher is unable to teach

Health & Safety

1	Promote the safety and wellbeing of pupils
2	Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional Development

1	Take part in the school's appraisal procedures
2	Take part in further training and development in order to improve own teaching
3	Take part in the appraisal and professional development of others, where appropriate

Communication

1	Establish good relationships with parents to promote pupil learning and wellbeing in line with the school policy.
2	Communicate and cooperate with persons or bodies outside the school and participate in meetings arranged for any of the purposes described above.
3	Provide and/or contribute to oral and written assessments, reports and references relating to the individual pupils and groups of pupils; e.g. in the context of SEN.
4	Attend and take a constructive part in staff meetings, Inset days and any other school inset sessions.
5	Set high standards of punctuality, to be in class or playground to greet pupils at the start of teaching sessions. Register the attendance of pupils and supervise pupils, whether these duties are to be performed before, during or after school sessions.
6	Collaborate and work with colleagues and other relevant professionals within and beyond the school
7	Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school

Personal & Professional Conduct

1	Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
2	Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
3	Understand and act within the statutory frameworks setting out their professional duties and responsibilities
Safeguarding	
5	Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
6	Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary

Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.

Developing Self and Others - Ability to critically analyse self and others in order to access relevant training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. To support others' learning and share learning with others.

Person Specification		
Criteria	Qualities	
Qualifications	Qualified Teacher Status	Essential
	A degree	Essential
Experience and Knowledge	Successful primary teaching experience in an Early Years setting	Essential
	Expert knowledge of the EYFS statutory framework and handbook	Essential
	Knowledge of the National Curriculum	Essential
	Knowledge of effective teaching and learning strategies	Essential
	A good understanding of how children learn	Essential
	Ability to adapt teaching to meet pupils' needs	Essential
	Ability to build effective working relationships with pupils	Essential
	Knowledge of guidance and requirements around safeguarding children	Essential
	Knowledge of effective behaviour management strategies	Essential
	Good ICT skills, particularly using ICT to support learning	Essential

	Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve	Essential
	Awareness of local and national organisations that can support delivering the EYFS	Essential
Personal Qualities	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	Essential
	High expectations for children's attainment and progress	Essential
	Ability to work under pressure and prioritise effectively	Essential
	Commitment to maintaining confidentiality at all times	Essential
	Commitment to safeguarding and equality	Essential

This Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Services.

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