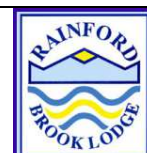




JOB DESCRIPTION 2014/15

“MAGIC Children!
 Motivated Aspirational Growing in
 Independence and Confidence”

1. INTRODUCTION		
1.1	NAME OF POSTHOLDER	
1.2	JOB TITLE	Class Teacher, Early Years Leader, Key Stage 1 Leader, Inclusion Manager/SENCO
1.3	JOB PURPOSE	Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current Teachers' Standards and School Teacher's Pay And Conditions Document. 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. To assist the Headteacher with the leadership and management of Early Years & Key Stage 1 in order to promote effective education for all children within the framework provided by the policies of the Governing Body and the Authority with regard to all statutory requirements.
1.4	LINE MANAGEMENT	Reporting to the Headteacher and Deputy Headteacher. Responsible for Class Teachers in EYFS and Key Stage 1.
1.5	LIAISING WITH	Headteacher, other members of the Senior Leadership Team, Class Teachers, Support Staff, parents, Local Authority representatives, School Improvement Partner, external agencies
1.6	SALARY SCALE	MPR/UPR
1.7	WORKING TIME	Full Time
1.8	CRB DISCLOSURE LEVEL	Enhanced
2. SCHOOL ETHOS		
2.1	Work with the Headteacher and colleagues in creating, inspiring and embodying the school ethos and aims with all members of the school community, ensuring an environment for teaching and learning that empowers both staff and children to achieve their highest potential.	
2.2	Attend, take part in and lead acts of collective worship in accordance with school policy as they relate to the school.	
2.3	Provide Religious Education in accordance with the agreed syllabus.	
2.4	Actively support the school's corporate policies relating to equality and diversity, inclusion and health, safety and well being.	
2.5	Promote the ethos of the school and celebrate its success at every opportunity.	
3. CURRICULUM PLANNING AND PROVISION		
3.1	Help develop and maintain a curriculum in line with National Curriculum and school policy to meet the needs of individual children within your assigned class.	
3.2	Work with and advise other members of staff to ensure that the extremes of the ability range are catered for within the curriculum.	



3.3	Monitor and evaluate the curriculum offered and review appropriate planning, assessment, record keeping and reporting procedures, as and when requested.
3.4	Under the direction and guidance of the Headteacher and/or Deputy Headteacher, assume responsibility for the leadership and development of one or more specified curriculum aspect(s) and/or area(s) of pupil and/or staff development.
3.5	Ensure efficient use and maintenance of all material teaching resources within your classroom area, working environment and throughout school. Ensure available resources are used effectively to support the curriculum throughout EYFS and Key Stage 1.
4. TEACHING AND LEARNING	
4.1	Produce coherent lesson plans which ensure continuity and progression, take account of the individual needs of pupils and encourage the development of independent learners.
4.2	Employ a range of suitable teaching and learning strategies and styles to ensure effective learning.
4.3	Present appropriately demanding subject content, skills and understanding in a clear and stimulating manner, thereby motivating and sustaining the interest of pupils and raising levels of attainment and progression.
4.4	Develop, maintain and use resources appropriate to chosen learning objectives.
4.5	Ensure the effective deployment of teaching assistant support in the classroom.
4.6	Analyse and evaluate children's learning to inform future planning and teaching and learning activities.
4.7	Create and maintain an orderly, safe, stimulating and informative classroom environment.
4.8	Maintain good practice and implement changes in accordance with developments in educational theory and practice.
4.9	Set pupil targets, assess progress and maintain records in accordance with school policy.
4.10	Ensure exemplary practice of high standards in the points set out above and provide this as a model for colleagues to aid their professional development through (for example) model lessons, mentoring and coaching activities.
5. PASTORAL CARE	
5.1	Promote and safeguard the welfare of children.
5.2	Develop positive relationships with all children based on their achievements and promote their general progress and well-being and participation in all aspects of school life.
5.3	Maintain a positive approach to child management, supporting the school's policies relating to attendance, punctuality and behaviour.
5.4	Alert Line Manager or Inclusion Manager of any more complex problems experienced by pupils as appropriate, making recommendations as to how they may be resolved.
5.5	Ensure a class code of conduct is implemented following appropriate consultation with pupils and staff, and in line with the school's Behaviour Policy.
5.6	Maintain a system of rewards and sanctions which is understood and appreciated by pupils and parents.
6. PARENTAL INVOLVEMENT AND PARTNERSHIP WORKING	
6.1	Report appropriately to parents on the needs and progress of their children.
6.2	Encourage the involvement of parents in the education of their children and respond promptly to queries and concerns.
6.3	Uphold the school's well-established links with parents, the local community and cluster of schools, the Local Authority and other external agencies.
7. APPRAISAL AND PROFESSIONAL GROWTH	
7.1	Engage actively with the annual Appraisal process, in accordance with the school's policy.
7.2	Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.



7.3	Ensure colleagues receive information and feedback on professional development activities undertaken.
8. ADDITIONAL ROLES - TLR	
8.1	<p>As EYFS Leader:</p> <ul style="list-style-type: none"> ▪ To be responsible to the Head teacher for leading the work of the EYFS Department. ▪ To have general responsibility for the team of EYFS staff. ▪ To be responsible for the pastoral welfare of all the EYFS pupils and for the discipline and conduct within the EYFS Department. ▪ To liaise with Subject Leaders regarding curriculum guidelines pertaining to EYFS. ▪ To oversee the curriculum in EYFS. ▪ To liaise with other schools and agencies and with the Key Stage 1 and 2 Departments. ▪ To be aware of current developments in Early Years Education by attending courses and disseminating relevant information to other members of staff. ▪ To be responsible for the care and training of students and for liaison with tutors. ▪ To be responsible for the smooth transition of children through EYFS (Tadpoles to Reception) and from the end of EYFS (Reception) to Key Stage 1. ▪ To oversee assessment in EYFS. ▪ To manage our pre-school setting (Tadpoles), overseeing the allocation of places and the provision of 3 / 4 year old funding.
8.2	<p>As Key Stage 1 Leader:</p> <ul style="list-style-type: none"> ▪ To be responsible to the Head teacher for leading the work of Key Stage 1. ▪ To have general responsibility for the team of Key Stage 1 staff. ▪ To be responsible for the pastoral welfare of all the Key Stage 1 pupils and for the discipline and conduct within the Key Stage 1 Department. ▪ To liaise with Subject Leaders regarding curriculum guidelines pertaining to Key Stage 1. ▪ To oversee the curriculum in Key Stage 1. ▪ To liaise with other schools and agencies and with the EYFS and Key Stage 2 Departments. ▪ To be aware of current developments in Primary Education by attending courses and disseminating relevant information to other members of staff, particularly at Key Stage 1. ▪ To be responsible for the care and training of child-care students and for liaison with tutors. ▪ To be responsible for the smooth transition of children from Key Stage 1 to Key Stage 2. ▪ To oversee assessment in the Foundation Stage and Key Stage 1. ▪ To manage our independent nursery, oversee the allocation of places and the provision of 3 / 4 year old funding.
8.3	<p>As Inclusion Manager (SENCO),</p> <ul style="list-style-type: none"> ▪ To promote and be accountable for the leadership and management of inclusive provision throughout the school. ▪ To make colleagues aware of their responsibilities to pupils designated SEND and those pupils identified as Gifted and Talented. ▪ To co-ordinate the development of school-based strategies for the identification, support and review of these pupils. ▪ To assist colleagues in the development of appropriate programmes of work (Individual Education Plans) for children on the Code of Practice. ▪ To provide information for colleagues on special educational resources and services within school and within the Local Authority. ▪ To liaise with external agencies regarding pupils with special needs. ▪ To liaise with external agencies regarding pupils identified as CLA (Children



	<p>Looked After).</p> <ul style="list-style-type: none"> ▪ To ensure the correct procedures are undertaken in the Statementing of pupils. ▪ To monitor the use of Concern Sheets in accordance with the school's policy. ▪ To collate resources, monitor their use and identify future needs. ▪ To maintain the school's SEND Register and Inclusion Databases. ▪ To attend cluster group meetings for Headteachers and SENCOs and training courses organised by the Local Authority / externally. ▪ To manage the work of the LSAs in relation to Special Needs. ▪ Provide termly reports for Governors and ongoing communication where necessary, including attendance at relevant Governor meetings. ▪ Alongside the Headteacher, make colleagues aware of the Child Protection procedures. ▪ Alongside the Headteacher, ensure the implementation of the school Child Protection Policy. ▪ To liaise with Social Services. ▪ To attend training courses and multi-agency workshop sessions within the Borough. ▪ To liaise with other external agencies.
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9.0 ADDITIONAL ROLES

9.1	<p>As Subject Leader:</p> <ul style="list-style-type: none"> ▪ To lead on a subject or subjects' curriculum(s) across school, ensuring its valued and effective contribution to the learning of every pupil. ▪ To review and revise, where appropriate, in consultation with staff and in conjunction with National Curriculum Programmes of Study and Locally Agreed Syllabus the existing schemes of work in the subjects included in the above curriculum areas. ▪ Ensure cross-curricular opportunities are fully and effectively exploited with particular attention to the cross application of Maths and English skills in the subject. ▪ To develop the application of the schemes throughout the school. To monitor the work of the school according to the agreed Monitoring Policy and to evaluate progress. ▪ To collate resources, monitor their use and identify future needs. ▪ To assist with the continuing development of a whole school approach to assessment and record keeping. ▪ To keep abreast of current developments, by attending training courses and meetings with colleagues. ▪ To assist members of staff in the development of skills and knowledge appropriate to the above curriculum areas by planning INSET and in-house workshops, advising through discussion and raising awareness of external courses available (where appropriate). ▪ To annually review the subjects in order to complete a detailed action plan, identifying action required and resource implications.
9.2	To have Appraisal Reviewer responsibility for a group of Learning Assistants.
9.3	As Student Mentor, according to the Partnership Agreement defined in documentation from EHU (Edge Hill University) and/or TSA (Teaching Schools Alliance), to take responsibility for the mentoring of students.

10. SIGNATURES

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

	Class Teacher		Headteacher
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NAME		
SIGNED		
DATE		

DATE TO BE REVIEWED	
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Appendix

Post-Threshold Standards

Professional Attributes

Frameworks

- P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Professional Knowledge and Understanding

Teaching and learning

- P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

- P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and Curriculum

- P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

- P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Professional Skills

Planning

- P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

- P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

- P9 Promote collaboration and work effectively as a team member.
- P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

