

Caddington Village School

JOB DESCRIPTION

Early Years Foundation Stage Leader

POST: EYFS Leader

GRADE: MPS/UPS + TLR 2B

RESPONSIBLE TO: Head of School

RESPONSIBLE FOR: EYFS Staff Team

CORE PURPOSE

Teachers at Caddington Village School 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.

LEADER DUTIES

1. Responsibilities as Early Years Leader

- To effectively lead and manage the Early Years Foundation Stage.
- To ensure the smooth running of the EYFS phase on a daily basis.
- To set an excellent example of effective teaching and learning, including use of Assessment for Learning, and planning and classroom management.
- To provide an excellent example of high expectation of children's attainment.
- To monitor pupil progress within the EYFS and be responsible for outcomes.
- To support colleagues in the EYFS in improving their own practice including modelling effective practice. To develop good practice within the school by initiating ideas, encouraging others and working with the Head of School to create a stimulating, learning environment in which ideas are freely exchanged and problems are shared.
- To ensure that the EYFS Team follows all agreed school policies and procedures and bring any concerns to the Senior Leadership Team.
- To constantly seek and implement strategies which will bring about improvement in the school.
- To manage assessment across the EYFS and to take responsibility for reporting assessment outcomes to the Head of School and Executive Headteacher.
- To support the process of target setting across the EYFS and monitor progress.
- To carry out lunchtime responsibilities if required.
- Responsibility to develop staff rotas and timetables alongside other Team Leaders.

2. Strategic Leadership and direction

- Work within the leadership team to agree the school's vision, aims, priorities, targets and action plans.

- To be a leader in the implementation of school policies and practices and promote the schools commitment to high achievement, effective teaching and learning.
- Lead in the creation and implementation of the school improvement plan and EYFS action plan.
- Plan for and assess impact of actions to improve pupils' learning using knowledge of National/Foundation Stage Curriculum, schools' policies and schemes of work.
- Establish short, medium and long term strategic plans.
- Involve all staff as appropriate in the work of the EYFS team.

3. Teaching and Learning

- Monitor and assess curriculum planning undertaken by staff in the EYFS.
- Monitor and evaluate the impact of all improvement activities on the quality of teaching and learning.
- Provide the Head of School with relevant subject, curriculum area or pupil performance evaluation evidence.
- Lead a curriculum subject.

4. Leading and Working with People

- Identify own needs and demonstrate effective personal and professional development.
- Use target setting constructively to motivate and encourage staff and pupils.
- Line management responsibility: managing professional development and review through the appraisal process of staff within the EYFS.
- Lead regular meetings to disseminate information and inspire improvement.
- Communicate effectively with professional integrity within and beyond the school community.
- Provide a positive role model for teachers and pupils.
- Evaluate and report on the effectiveness of practice in the school, suggesting areas and issues for further improvement.
- Take action to build and maintain effective teamwork with high expectations of outcomes.

5. Effective deployment of staff and resources

- Support the Head of School in the deployment of staff and support those staff in their duties.
- Ensure that the Foundation Stage areas of school are orderly, and displays are of a high quality.
- Ensure that supply staff in the EYFS are clear about their roles – including teaching, timetables, rotas, support, etc.
- Liaise with the Head of School and Deputy Headteacher to manage support staff teams within the EYFS with regards to intervention programmes and timetabling.

6. Professional

- Maintain broad and current knowledge of teaching and learning and disseminate this to other teachers.

- Disseminate examples of effective planning, teaching and assessment practice across the school.
- Observe colleagues teaching (through appraisal and monitoring) and provide evaluative feedback on the effectiveness of their teaching strategies, to bring about further improvement.
- To take accountability for management and organisational decisions as delegated by the Head of School.
- To evaluate the impact of management and organisational decisions made and share this with other staff.

7. Communication and Community Links

- Fully support the life and work of the school.
- Develop and maintain positive and effective relationships with parents, the local community and governors.
- Develop and maintain links with advisors and support services.

CLASS TEACHER GENERAL DUTIES

In addition to the general requirements printed in the latest “School Teachers’ Pay and Conditions Document,” your general duties as a class teacher at Caddington Village School will be:

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 behaviours 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.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subjects 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.

- Demonstrate a clear understanding of appropriate teaching strategies for mathematics.
- Keep abreast of national / local initiatives.
- Manage a budget for areas of responsibility.

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of learning 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 areas.

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

- Make a positive contribution to the wider life and ethos of the school, attending events and taking part in clubs after school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Attend staff meetings and assemblies.
- 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, including at parent's evenings.
- Prepare reports for parents and other agencies.
- Participate fully in Teacher Appraisal procedures.

A teacher at Caddington Village School 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.
- Regarding 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.
- Having proper and professional regard for the ethos, policies and practices of Caddington Village School, and maintain high standards in their own attendance and punctuality.
- Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Participate in discussions leading to the development of whole school policies.

September 2017

Caddington
VILLAGE SCHOOL
A member of the Caddington Trust