JOB DESCRIPTION AND PERSON SPECIFICATION FOR EYFS LEADER AND OUTSTANDING CLASS TEACHER

We are looking for an inspirational EYFS leader and outstanding early years’ teacher who will have an impact on the outcomes for our children through securing outstanding teaching across the phase. We are happy to consider UPS Teachers or MPS teachers to ensure we find the right candidate who will fit into our dedicated team.

The successful candidate(s) will have to meet the requirements of the person specification and will be subject to an enhanced DBS check.

Only applications submitted on the SWECET application form, will be considered.

We welcome applications regardless of age, gender, ethnicity or religion.

South West Essex Community Education Trust (SWECET) is committed to the protection and safety of its pupils.

Position: Class Teacher and EYFS Leader
Reports to: AHT EYFS
Scale: MPS or UPS with TLR2B
Salary: Salary negotiable dependent on qualifications and experience

In addition to the responsibilities of Class Teacher, as set out by the Class Teacher job description and the school teachers’ pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school’s policies under the direction of the Headteacher.

KEY PURPOSE

• Teach a class of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;
• To support, hold accountable, develop and lead the phase team in order to secure high quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils in Foundation Stage.
• Maintain the positive ethos and core values of the school, both inside and outside the classroom;
• To be a member of the School Leadership Team and make a significant contribution to the strategic development and direction of the school.

MAIN ACTIVITIES

• Implement agreed school policies and guidelines;
• Support initiatives decided by the headteacher and the Senior Leadership Team
• Plan appropriately to meet the needs of all pupils, through adaptation of tasks, having the highest expectation of every child and believing that every learner has unlimited potential for development;
plan and deliver the curriculum within the framework of present school policies and procedures;

set clear targets, based on prior attainment, for pupils learning;

plan and resource a classroom which will encourage the development of all aspects of children’s learning. in particular to encourage children’s independent use of resources and involvement in their learning;

provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;

monitor children’s progress, keep records and evaluate children’s achievements

set children high standards in the content and presentation of their work

establish and maintain good relationships with colleagues, working as part of a team in all aspects of school development;

maintain good order and discipline amongst all pupils, in accordance with the school’s positive behaviour policy;

work in partnership with parents and carers in providing a quality education experience for all the pupils and report to parents on the development, progress and attainment of their children;

participate in meetings which relate to the school’s management, curriculum, administration or organisation

communicate and co-operate with outside agencies;

lead, organise and direct support staff within the classroom

lead a core curriculum area or aspect (see additional responsibilities below).

participate in the performance management system for the appraisal of their own performance and that of other teachers.

strategic direction and development of a subject (with the support of, and under the direction of, the headteacher and senior management team)

help develop a highly effective early years team through effective systems

maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for children in early years

be able to present a coherent and accurate account of the children’s performance and other early years self-evaluation evidence in a form appropriate to a range of audiences, including governors, the LA, the local community, Ofsted and others

lead by example, provide inspiration and motivation to your teams. embody for the pupils, staff, governors and parents the vision, purpose and leadership of learning in EYFS

ensure that all teaching staff and non-teaching staff are committed to the school’s aims, and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of all EYFS children

planning and setting expectations

assist the assistant headteacher in leading and managing the creation and implementation of an EYFS strategic plan, with particular emphasis on improving the quality of teaching, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, and securing school improvement.
Have high expectations of all pupils and staff

- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Assessment and Evaluation in EYFS

- To work with the Leadership team to monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary
- To contribute to the School Evaluation Form and write the EYFS SEF annually
- Work with other lead professionals to ensure the use of comparative data, together with information technology about pupils’ prior attainment, to establish benchmarks and set targets for improvement
- Use this information to form annual action plans to inform

Relationship with Parents and the Wider Community

- To support families with the induction and well-being of their child when they arrive in Early Years.
- Ensure that parents are well-informed about their child’s attainment and progress.
- To develop an effective partnership with parents and help them to understand how they can support their child’s learning and personal development.
- Involve parents in the learning process through workshops and events
- Develop effective relationships with the community; make meaningful connections with our feeder childcare providers and their parents

Managing and Developing Staff

- Ensure that a professional demeanour and attitude is maintained by all staff in your team
- Lead professional development of staff through example, creating strong team work.
- Support the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate.
- Mentor trainee and newly qualified teachers and support the induction of any new staff in EYFS

Managing Resources

- Manage, monitor and review the range, quality and quantity of all available resources in order to improve pupils’ achievements, ensure efficiency and secure value for money.

Managing Own Performance and Development

- Participate in arrangements for Appraisal and take responsibility for own professional development.
- Priorities and manage own time effectively.
- Work under pressure and to deadlines.
- Sustain their own motivation and that of other staff in their phase.

Other duties and Responsibilities

- To undertake the duties of the Assistant Headteachers in their absence.
- To ensure the safeguarding of pupils.
- Other duties that the Headteacher may from time to time ask the post holder to perform
Conditions of Service

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the Governors.

Special Conditions of Service

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Essex Police regarding any convictions against them and, as appropriate the nature of such convictions.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the school’s Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.