



JOB DESCRIPTION

Job Title: Class Teacher with TLR2a – EYFS Lead
The Harmony Trust – to be deployed on appointment
Grade: MPS/UPS + TLR2A

Responsible to: Principal and Board of Trustees

Responsible for: Carrying out the duties of a class teacher as set out in the latest School Teachers' Pay and Conditions Document and the specific duties listed below. This post along with the Principal, Deputy and Senior Leadership Team is a key player in strategic planning.

Key Accountabilities: To fulfil the professional duties as specified in the current Teacher's Pay and Conditions Document, with respect to teaching, including specific duties as Lead Teacher assigned to him/her by the Principal.

Key Purpose of Role: To work in partnership with the Principal and Deputy Principal as a middle leader, in securing high quality teaching and learning, accelerating progress and raising standards across the school.

Key Responsibilities:

- To teach a specified class
- To lead a Key Stage
- To be a member of the SLT
- To provide leadership and management to staff at all levels, in order to promote an excellent quality of teaching and learning across school.
- To assist the Principal and SLT in providing professional leadership for the school that secures its success and improvement, ensuring high quality education for all its pupils.
- To assist the Principal and SLT in establishing and developing the school as a high achieving school through providing the highest standard of teaching and learning for all pupils of all abilities and educational need.
- To model outstanding teaching to staff across the full range of national curriculum subjects
- To coach and mentor teachers to improve their quality of teaching and learning
- To lead on several curriculum areas and aspects of school provision or initiatives as agreed with the Principal, in order to address school improvement.
- To support the development of planning and assessment and to participate in the collation and analysis of data throughout the school to be used for school improvement and pupil attainment across the curriculum.
- To lead by example, providing inspiration and motivation, and embody for the pupils, staff, Trustees and parents the vision, purpose and leadership of the school.
- To contribute to the strategic leadership of the school, including monitoring and evaluation, identifying priorities and improvement planning.
- To support the analysis of school data and benchmarks to monitor the progress in every child's learning, year on year.

Chief Executive: Mr Antony Hughes

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- To share responsibility for evaluating actions and strategies taken to raise standards across both key stages.

Leading Teaching and Learning:

Provide leadership and management to teachers and support staff in order to improve the quality of teaching and learning by:

- Leading by example and demonstrating outstanding teaching which effectively impacts on learning to a high standard.
- Supporting the monitoring and evaluation of the quality of teaching and standards of learning and achievement of all children
- Maintaining an informed judgement on the quality of teaching and learning across each key stage, through analysis of pupil progress data, lesson observations, pupil work scrutiny and lesson planning.
- Supporting the development of a programme of support to individuals and teams through promoting the effective use of AfL; team teaching, modelling lessons, supporting daily/weekly planning, facilitating the sharing of good and outstanding practice, observing colleagues and providing constructive and tactful feedback;
- Encouraging flexibility to create an individual approach to the delivery of the curriculum.
- Ensuring that the core values of the Teaching and Learning Policy are fostered and are explicit throughout the working of the school.

Developing self and working with others

- To liaise with other subject leaders, to ensure continuity and progression throughout the curriculum, including foundation subjects.
- Work with other subject leaders to ensure that the whole school curriculum is innovative and reflects the needs, interests and diversity of the pupils.
- To actively support colleagues in developing a classroom ethos that promotes and develops children's interpersonal skills.
- Establish good relationships, encourage good working practices with pupils, staff, parents, carers and Trustees.
- Lead by example in all areas of the curriculum
- Play a significant role in maintaining and managing high standards of behaviour across the school.
- To work in close partnership with the SENCO to ensure the pastoral needs of all children are met, including involvement in break times and lunchtimes, when necessary.
- Contribution to the induction process of new members of staff.

Managing the Organisation:

- Ensure communication between staff and SLT is regular, consultative and informative.
- Meet with the SLT to formally discuss matters in relation to the school.
- Lead professional development of staff through example, support and co-ordinate the provision of high quality professional development.
- To support the negotiation of suitable learning targets for identified pupils in consultation with class teachers, learning support staff and parents.
- To monitor progress against the targets and report outcomes to the Principal.
- Participate in updating the Self Evaluation Form
- Develop and maintain positive links with parents, carers and the community.
- Participate effectively in the everyday management of the school

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- Ensure the safety of pupils, staff and all others on the school site
- Ensure the implementation of whole school policies which support the school's values.

Securing Accountability:

- Provide written/oral reports to the Principal.
- Understand and know how national and local comparative and school data including National Curriculum test data can be used to set clear targets and children's achievement
- Lead meetings and Insets to disseminate information, solve problems and make decisions.
- Contribute to meetings in and out of school to ensure appropriate views are represented
- Working with the Principal/Deputy and colleagues to agree shared and whole school targets.

Strengthening Community:

- Build on and support the development of relationships between the school and local community and promote the use of people's strengths and skills to enhance learning.
- Strengthen home school links by actively engaging parents in their child's education through leading and or facilitating parent workshops and initiatives.

Other professional requirements:

- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post.
- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject and team management and involvement in school development.
- Be aware of the need to take responsibility for and actively participate in your own professional development.
- The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.
- To undertake such other duties and responsibilities of an equivalent nature, particularly in response to the changing role of school, as may be determined by the school (or nominated representative) from time to time in consultation with the post holder.

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Person Specification

	Criteria	Essential/Desirable
Qualifications	Qualified Teacher Status Degree Recent participation in a range of relevant CPD Further qualifications	E E E D
Experience	Minimum of 3 years experience in the Primary phase Evidence of senior management experience Experience of working in across phases Evidence of the effective use of assessment and analysis in raising standards Working with parents/community Key role of monitoring, evaluation and assessment as a subject leader and senior leader Evidence of strategic planning Evidence of working as part of a team and developing others Evidence of a range of strategies to meet individuals Experience of curriculum development Demonstrate good knowledge and understanding of the principles of effective personalised learning, teaching and assessment Experience of whole school data analysis.	E D D E E D D E D E E D
Professional Knowledge	Working with outside agencies Detailed knowledge of the National Curriculum and Early Years Foundation Stage The process of planning and preparation of children's learning The principles and practice of effective school self-evaluation including data analysis Knowledge of current developments in primary education, national policies, priorities and legislation The effective deployment and management of staff Proven ability to manage a budget, resources and administrative/organisational responsibilities Knowledge of new and emerging technologies and use of ICT creatively to enhance learning	D E E D E D D D
Professional Skills and Attributes	Sustained excellent classroom practitioner Ability to share practice, enthuse and motivate others Set high expectations and standards and provide a role model for pupils and staff	E E E E

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	<p>Demonstrate good classroom organisation and behaviour management</p> <p>Ability to build and maintain effective relationships, including parents</p> <p>Communicate effectively orally and in writing, including ICT to a range of audiences</p> <p>Listen to and reflect on feedback</p> <p>Set and achieve smart, challenging and realistic goals</p> <p>Prioritise, plan, organise and manage time effectively themselves and of others</p> <p>Inspire, challenge, motivate and empower colleagues to carry the vision forward</p> <p>Think creatively to anticipate and solve problems</p> <p>Plan and deliver INSET</p> <p>An understanding of recent developments in thinking and learning</p> <p>An interest in outdoor learning</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>D</p> <p>D</p>
Philosophy and Attitude	<p>Have a clear educational philosophy</p> <p>Demonstrate personal enthusiasm and commitment to the leadership process</p> <p>Committed to raising standards and raising the achievement of pupils and colleagues</p> <p>Know and practice a commitment to equality, diversity and inclusion</p> <p>Have a clear understanding of the pastoral needs of pupils from a variety of social and cultural backgrounds</p> <p>Take responsibility for one's own professional development</p> <p>Be forward thinking and creative</p> <p>Adaptability and loyalty</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
Confidential References and Reports	<p>Professional references should provide a strong level of support for relevant professional and personal knowledge, skills and abilities referred to above.</p>	<p>E</p>

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