



GREASBROUGH PRIMARY SCHOOL

part of

Willow Tree Academy

Job description for:

Grade of post:

Responsible to: Executive Head teacher/Head Teacher

Responsible for: EYFS lead

Date of appointment:

General:

This post is subject to the Conditions of Employment as described in the latest School Teachers' Pay and Conditions document.

Responsible for:

Specific:

Any other duties, commensurate with the post, as deemed appropriate during the school year.

To work in partnership with others;

- To ensure that pupils individual needs are met to enable them to achieve their full potential in all areas of the curriculum.
- To ensure that there is high quality teaching and learning across the curriculum.
- To ensure that children produce high quality outcomes and that the learning environment reflects these across the curriculum.
- Maintain high expectation of behaviour within classrooms and across the school.
- Assessment strategies are used to track pupils and their needs accurately and gaps are identified to inform teaching and learning.

Main Duties and Responsibilities:

Results, Achievements, Standards

- Maintain an up to date knowledge of the professional duties of teachers and the statutory framework.
- To plan and deliver high quality lessons using age related objectives from national curriculum for reading, writing, maths and GPS.
- Set clear targets for improvement of pupils' achievements, monitor pupils' progress toward those targets.

- Maintain a regular system of monitoring, assessment and record keeping using systems (eMag) to track and report on pupil progress.
- Contribute to the corporate life of the school through effective participation in appropriate processes and management systems.

Teaching and Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods that keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Teach well-organised lessons, informed by a sound and secure base of subject knowledge.
- Use objectives to plan lessons and sequence of lessons
- Set appropriate and demanding expectations for pupils' learning and motivation.
- Identify pupils with SEND and implement IDPs.
- Make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives and use this information to improve own planning and teaching.
- Mark and monitor pupils' class and home learning providing constructive, oral and written feedback to support pupils as they learn in accordance with school policy.
- Assess pupils' progress accurately using appropriate criteria and provide constructive, formative and summative feedback.
- Record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time.
- Use this information to help pupils review their own progress and to inform planning.
- Use records as a basis for reporting on pupils' attainment and progress orally and in writing for a range of audiences.
- Identify and implement a range of suitable opportunities for pupils to develop their literacy, numeracy and ICT skills.

Pupil Development and Well Being

- Establish a purposeful learning environment conducive to learning where pupils feel safe, secure and confident.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Deal with inappropriate behaviour in the context of the school's behaviour policy.
- Identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.
- Take responsibility for implementing school policies and practices, including those dealing with bullying and racial harassment.

Relationships with Parents, Schools and Community

- Plan opportunities for pupils to learn in out of school contexts to help them make sense of the world around them.
- Liaise effectively with pupils' parents/carers through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.
- To work together as part of the Willow Tree team to plan a broad, balanced and engaging curriculum.
- Plan and deliver opportunities to develop social, moral, cultural and emotional aspects of pupils' learning.

- Supports the curriculum through well-planned educational and residential visits, which facilitate children's own independence and curiosity.
- Contribute to the extra-curricular programme according to the needs of the school and personal interests.

CPD, Learning and Growth

- Demonstrate a commitment to reflect on and improve own practice and take progressively increasing responsibility for identifying and meeting own CPD needs.

Leadership and Management

To actively promote the vision of the school through;

- Leading by example
- Promoting the aims of the school
- High expectations of behaviour, quality of outcomes and classroom environment
- Review progress of all pupils and engage with PPMs to ensure interventions are timely and deployment of support is effectively used.
- Sharing of best practice through peer coaching and professional dialogue.
- Supporting all staff and pupils professionally and personally.
- Developing relationships between home and school.
- ***To help promote and safeguard the welfare of all children.***
- ***To promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and to implement policies and procedures to foster them.***
- ***Ensure that a high standard of care and good order for all children is maintained***

Generic Duties: (any duties general required of post holders in the school and statement in relation to the requirement to undertake any other duties and responsibilities commensurate with the level of the post):

This job description is supported by the job description for main scale teacher and for leading developments in learning and teaching in;

Personal and Professional targets after discussion with Head Teacher:

Leadership and Management – as a member of the EYFS Team

- Lead in monitoring and moderation of teaching and learning across the EYFS team to ensure consistency.
- Support EYFS colleagues in developing a consistency across the phase ie planning to first-hand experience, open door sessions, home learning, behaviour, music, role play/IRE