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| **JOB TITLE:** Reception Teacher and EYFS Lead  **LOCATION:** CHURCHFIELD CE PRIMARY ACADEMY, RUGELEY  **GRADE** M1 – UPS (as appropriate) SCP’s |
| **PURPOSE OF JOB:**   * To carry out the duties of the role in accordance with the School Teacher’s Pay and Conditions Document and other relevant statutory provisions. * To carry out professional duties and to have responsibility for an assigned class. * To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities. * To promote the aims and objectives of the academy and maintain its philosophy of education. * The EYFS Leader is a significant part of the leadership structure of the school. You are required to manage all aspects of EYFS and make a significant contribution to the school.   **RESPONSIBILITY LINKS**  Reports to: Head of School, Executive Principal |
| **As part of the school’s leadership you will:**     * Support and model the aims and ethos of the school. * Understand issues relating to the organisation, including data trends. * Model, support and uphold the school’s policies. * Support other leaders in the development and running of the school. * Contribute to staff development activities. * Develop links with the local academy committee, LA, the trust, outside agencies and other schools. * Set a good example in terms of dress, punctuality and attendance. * Demonstrate the very best teaching practice and classroom management consistently * Constantly strive for excellence, look beyond school for research ideas and be forward thinking in terms of new educational developments that could impact upon the school. * You may also be asked to undertake other duties in line with your management role within the school. * Ensure that you take an active role in your own professional development. * Be active within and fully committed to working in collaboration across the Trust. * Uphold the school’s robust safeguarding policy and processes.       **As an EYFS leader you are required:**     * To develop a collaborative and co-operative approach as a Reception team. * To be aware of the pastoral and well-being needs of staff, pupils and parents within the team, and advise senior leaders of any concerns. * To induct, support and monitor new staff within EYFS. * To regularly meet with staff within the EYFS, ensuring that they are aware of expectations or changes in school policy and practice. * To provide guidance for EYFS staff, ensuring that members of the team are fully prepared and trained, where required, in the school’s planning, marking and assessment systems. * To build relationships with the local nurseries, ensuring that transition into school is well managed. * To support staff in meeting moderation and assessment requirements and deadlines, and being a role model for staff in these processes. * To be an exemplary class room practitioner and use this practice to develop and support staff where necessary. * To monitor and support the improvement of teaching in EYFS by challenging aspects of practice that need development or does not meet school policy, and by then coordinating or leading support and development opportunities. * To be responsible and accountable for pupil outcomes within EYFS, through a process of monitoring, evaluating and reviewing pupil progress and teaching outcomes, and ensuring that appropriate interventions are in place. * To ensure that the needs of all pupils within EYFS are met, including those with special needs, statements, or disadvantaged pupils, and support staff where necessary in providing effective provision. * To manage behaviour effectively, following school policy by acting as a contact point for pupils and parents of the phase, and advising senior leaders of any ongoing issues or concerns. * To ensure that routine matters within the phase are carried out appropriately, e.g. that out of school visits meet school policy; that communication home to parents is appropriate etc. * To manage routine staffing within EYFS, ensuring that the phase is fully staffed and running within school policies. * To ensure transition into KS1 is smooth, liaising with Y1 teachers and ensuring that the children are prepared for KS1 expectations. |
| **Subject Leadership**    In addition to the responsibilities above, the EYFS leader may be asked to take on significant leadership of a subject or areas. They are also expected to take a lead role in developing school policies and practice.      This job specification will be reviewed annually during performance management. Your role in school may change according to the circumstances and needs identified in the Academy Improvement Plan or leadership reviews. |

**PERSON SPECIFICATION**

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| E= Essential D = Desirable A=Application I = Interview O = Other | **E** | **D** | **How assessed** |
| **Professional Knowledge and Understanding**   * A thorough understanding of what constitutes effective teaching and learning. * A thorough knowledge and understanding of effective monitoring, evaluation and assessment. * A thorough knowledge and understanding of effective practice in teaching all aspects of Early Years. * Understand when and how to seek advice and support. * A thorough knowledge and understanding of effective inclusive practices. * Understanding the Christian foundation of the academy whilst living out the values of the academy |            |  | **A,I** |
| **Skills**   * Well-developed interpersonal skills. * Able to communicate effectively orally and in writing to a range of audiences. * Able to plan, organise and prioritise. * Able to manage good communication systems. |        |  | **A,I** |
| **Abilities and Attributes**   * Able to focus on the needs of the children in all aspects of their professionalism. * Able to lead, support and challenge others, co-ordinating their work. * Able to think creatively and imaginatively to anticipate and solve problems and identify opportunities. * Able to inspire the confidence of others. * Able to develop and maintain good relationships with staff, parents, pupils, governors and the community. * Committed to own development as a professional. * Able to reflect on own practice and identify areas for improvement. |            |  | **A,I,O** |
| **Experience**   * Successful teaching within the EYFS. * Successful management of an area of the curriculum. * Experience of managing the performance of others. |  |    | **A,I O** |
| **Qualifications**   * Qualified Teacher Status (QTS) * First degree or equivalent * Higher Degree or further qualification * Evidence of further professional development. |      |  | **A** |
| An awareness of, and commitment to, equality of opportunity |  |  | **A,I** |