



THE FEDERATION OF HEATHFIELD AND ST FRANCIS

The Federation of Heathfield and St Francis is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure Barring checks along with other relevant employment checks. Our purpose is to enable pupils with Special Educational Needs to maximise their potential in all areas of their development. As a federation community we celebrate achievement and always aim for progression.

CLASS TEACHER with TLR for FIP Priority: EYFS

JOB DESCRIPTION - GENERAL

There is an expectation that the post holder will provide professional leadership and classroom management to ensure the delivery of high-quality teaching, the effective use of resources and appropriate standards of learning and achievement for pupils. The post holder will be expected to have strong knowledge of SEND and to keep their knowledge and skills up-to-date, be self-critical and receptive to feedback. The post holder will have to forge positive professional relationships and work with other teachers, professionals, partner organisations and parents/carers in the best interests of pupils.

The post holder will be accountable for achieving the highest possible standards in work and conduct and will be expected to act with honesty and integrity at all times.

The vision and values of the federation must be actively followed and embodied. The post holder will be expected to make an active contribution towards whole federation aims, federation improvement, policies and priorities and to the overall education and achievement of all pupils.

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status and other current educational legislation.

AREAS OF RESPONSIBILITY AND KEY TASKS

A Planning, Teaching and Class Management

Ensure pupils achieve their full potential within the federation environment in all aspects of their development by:

- teaching pupil groups in accordance with the federation's curriculum;
- having a secure understanding of how pupils with SEND learn and using a variety of teaching methods, differentiating appropriately to motivate and support pupils;
- identifying all relevant opportunities to personalise and extend learning;
- assessing pupils according to appropriate assessment systems used by the federation;
- identifying and implementing clear medium and short term planning and learning objectives;
- setting tasks which challenge all pupils and ensure high levels of interest;
- setting appropriately high expectations through clear target setting, building on prior attainment;

- providing clear structures for lessons maintaining pace, engagement and challenge;
- monitoring and intervening to ensure sound learning and quality learning environment;
- using a variety of teaching methods to motivate and support pupils with SEND;
- using a variety of communication techniques to further embed learning and understanding;
- managing all pupil behaviours positively and proactively, building fair and trusting relationships;
- selecting appropriate learning resources;
- managing Learning Support Assistants effectively, including appraisal, to ensure effective team working, delegating where necessary and that all team members make a full contribution to the team;
- maintaining a tidy classroom which provides a bright and stimulating environment in which to learn;
- being aware of and responding appropriately to any health and safety issues raised by materials, practice or accommodation; and
- manage and support volunteers and work experience pupils working within the class.

B Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically in accordance with the federation's assessment systems, keep appropriate records to check work is understood and use this information to plan lessons appropriately;
- be prepared to engage in a professional dialogue with Senior Leaders regarding progress data; and
- prepare and present meaningful and informative reports to parents/carers.

C Other Professional Requirements

- Have a high level of knowledge of teachers' professional duties, relevant statutory frameworks and legal liabilities;
- evaluate own performance and to be committed to improving practice through appropriate professional development;
- have a creative approach towards innovation and to be prepared to adapt practice upon advice where benefits and improvements are identified;
- act upon advice and feedback and to be open to coaching and mentoring;
- participate in weekly training and meetings;
- operate at all times within the stated policies and practices of the federation;
- actively contribute to improvements in professional practice and the further development of federation policies;
- establish effective and positive working relationships with all relevant stakeholders and set a good example through their presentation and personal and professional conduct;
- contribute to the wider life of the federation through effective participation in meetings and management systems necessary to coordinate the management of the federation;
- be prepared to learn Makaton signing;
- take responsibility for their own professional development and duties in relation to federation policies and practices; and
- liaise effectively with parents/carers and governors.

D Health and Wellbeing

- Fully understand the current legal requirements and guidance on the safeguarding and promotion of the wellbeing of pupils;
- understand the local arrangements concerning the safeguarding of pupils;
- understand how to identify potential child abuse and neglect and how to follow safeguarding procedures;
- identify and support, with appropriate guidance, pupils affected by changes or difficulties in their personal circumstances; and
- promote pupils' self-control, independence and co-operation by developing their social, emotional and behavioural skills.

E Personal Responsibilities

- Handle confidential information in a sensitive manner and with discretion;
- uphold public trust in the federation and maintain high standards of ethics and behaviour;
- have proper and professional regard for the ethos, policies and practices of the federation and maintain high standards in attendance and punctuality; and
- have high expectations of self and colleagues.

The postholder will also be required to take on any additional reasonable responsibilities which might from time to time be agreed with the Executive Headteacher.

The postholder must not have a criminal record which would be incompatible with the post and will be required to hold an enhanced DBS.

ADDITIONAL RESPONSIBILITIES

Leadership of **developing the transition from EYFS to KS1**

Strategic direction and development of **phonics provision** with the support of, and under the direction of, the Senior Leadership Team to:

- make an impact on the educational progress of pupils beyond those directly in own class by **supporting the transition from EYFS to KS1 to support engagement, regulation and learning by applying the TEACCH principles and developing an environment that promotes positive learning behaviours and independence.**
- lead, manage and develop **the transition from EYFS to KS1** across the federation
- lead, develop and enhance the teaching practice of others by **providing ongoing training, model excellent practice in EYFS and TEACCH practice, monitor this practice and its impact.**
- develop and implement policies and practices which reflect the federation's commitment to high achievement through effective teaching and learning;
- have an enthusiasm for **excellent EYFS practice** which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives;
- use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;

- develop plans for **developing the transition from EYFS to KS1** which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the Federation and Schools' Improvement Plans; and
- monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.

Teaching and Learning

- Use your own class as an example of high-quality teaching and learning in **EYFS and KS1**
- ensure continuity and progression in **EYFS and KS1**; by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the Federation and Schools' Improvement Plans;
- establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular analysis of this data;
- evaluate the teaching of **EYFS and KS1** by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action including mentoring to improve further the quality of teaching;
- develop effective links with the local community including parents/carers, business and industry; and
- ensure that teachers are aware of the implications of equality of opportunity which **EYFS and KS1** raises.

Leading and Managing Staff

- Enable all teachers to achieve expertise in planning for and teaching **in EYFS and KS1** through example, support and by leading or providing high quality professional development opportunities, and
- ensure that the Senior Leadership Team and Governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the Federation and Schools' Improvement Plans.

Effective Deployment of Resources

- Support the Senior Leadership Team by maintaining efficient and effective management and organisation of learning resources, by putting in place appropriate procedures for their use, maintaining appropriate records and undertaking appropriate and regular auditing of resources;
- support the Senior Leadership Team by developing or identifying new resources including ICT applications for the advancement of the teaching of the subject;
- be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject, completing all relevant risk assessments;
- support the Senior Leadership Team by maintaining efficient and effective management of the expenditure for the subject; and
- help colleagues to create a stimulating learning environment for the teaching and learning of the subject.

GENERAL RESPONSIBILITIES FOR ALL STAFF

- All staff have a responsibility to work within the federation's Child Protection and Safeguarding Policies. Failure by a member of staff to report actual or reasonably suspected physical, sexual or emotional abuse or neglect of a child may be considered a disciplinary offence.
- All staff have a responsibility to maintain the health and safety of themselves and others within the performance of their duties in accordance with the organisation's health and safety policy and to undertake specific health and safety responsibilities as directed.
- All staff are expected to support a commitment to equality of opportunity.
- All staff are expected to work to the federation's policies and procedures and to act as positive role models for children and young people.
- As employees, all staff may gain knowledge of a highly confidential nature relating to the private affairs, diagnosis and treatment of pupils, information affecting members of the public, matters concerning staff and/or details of items under consideration of the charity. Under no circumstances should such information be divulged or passed to any unauthorised person or persons. This includes holding discussions with colleagues concerning learners in situations where the conversation may be overheard. Breaches of confidentiality will result in disciplinary action, which may involve dismissal.
- All staff are expected to use their utmost endeavours to promote the interests and reputation of the federation and any associated body.

The post is open to development in such directions as the Executive Headteacher, in consultation with the postholder, may determine in order that its objectives may be achieved.

The job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Signed:

Date: May 2023

PERSON SPECIFICATION

Qualifications/Professional Development	Essential Desirable
Qualified teacher status.	E
Evidence of continuous professional development and commitment to further training.	E

Experience and competencies	Essential Desirable
Experience of Key Stage 1 / 2 class teaching.	D
Experience of teaching pupils with SEND.	D
Ability to provide effectively for the individual learning needs of all the pupils in the class.	E
Ability to plan for and deliver interesting and challenging programmes of learning for all pupils in the class.	E
Proven skills in assessing, monitoring and evaluating pupil progress.	E
Proven skills in the positive and proactive management of pupils' behaviour.	E
Proven skills in using a range of communication techniques.	D
Experience of working in partnership with parents/carers.	E
Experience in planning and managing the work of Learning Support Assistants, including appraisal.	D

Knowledge and Understanding	Essential Desirable
Working knowledge of current national frameworks for education and special educational needs.	E
Knowledge and understanding of the National Curriculum, recent curriculum developments and the relevance and importance to pupils with learning difficulties.	E
Knowledge and understanding of a wide range of teaching and learning styles.	E
Knowledge of a specific curriculum area.	D
Knowledge of specific approaches to working with	D

children with a variety of learning difficulties including Autism and an understanding of various specialised communication techniques.	
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Personal Qualities	Essential Desirable
Excellent communication and interpersonal skills.	E
High personal standards and a similar expectation of others.	E
Has resilience.	E
Ability to maintain a realistic work life balance to enable a healthy life style.	E
Good management and organisational skills.	E
Willingness to contribute to whole school initiatives and to be a team player.	E

Skills	Essential Desirable
Ability to use a range of effective classroom and management strategies.	E
Ability to use ICT as a management information system and for teaching pupils.	E
Ability to be flexible in response to pupils' learning needs and responses.	E
Ability to work collaboratively with colleagues, parents, governors, professionals and other stakeholders.	E
Have experience of using total communication including signing.	D
Ability to delegate.	E

Commitment	Essential Desirable
A commitment to the development of children and to ensure they attain their potential.	E
A commitment to safeguarding children and vulnerable children.	E
Commitment to equal opportunities and diversity.	E
Commitment to promoting the federation's vision, values, ethos and strategic direction.	E