

MARINE PARK FIRST SCHOOL
TLR 2B JOB DESCRIPTION (EYFS)

POST TITLE:

1. Class Teacher Main Scale/UPS
2. Teaching and Learning Responsibility for whole School work on pupil performance and raising standards in the EYFS
3. Phase manager for EYFS
4. Managing and developing staff and other adults
5. Leader of the Curriculum, TLR, and Great Teaching Toolkit working group.
6. Deputy Designated Safeguarding Lead (DDSL)
7. Member of Senior Management Team

RESPONSIBLE TO: Headteacher

MAIN DUTIES OF THE POST:

- To be part of the School's Senior Management Team.
- Early Years Foundation Stage Phase Leader
- To have Teaching and Learning Responsibility for whole school work on pupil performance and raising standards in EYFS.
- Managing and developing staff and other adults.
- To promote staff development to enhance Teaching and Learning across whole School.
- Leader of the Curriculum, TLR, and Great Teaching Toolkit working group.
- To carry out the duties of a Class Teacher in accordance with the provision of the current School Teachers' Pay and Conditions Document and within the range of Teachers' duties set out in that document.
- To be a Deputy Designated Safeguarding Lead (DDSL)

The post holder is required to undertake the following within the school's existing aims, mission statement, policies and schemes of work.

SUPPORT FOR PUPILS:

- To be an exemplar of good classroom practice, establishing productive working relationships with pupils, setting high expectations and providing an effective working environment.
- To help maintain a positive ethos which recognises the dignity, gifts and talents of all pupils and is reflected in the day-to-day management of the school.
- To encourage pupils to interact and work co-operatively with others and promote and employ strategies to support children's self-esteem and independence.
- To engage pupils of all abilities in purposeful, differentiated activities.
- To provide oral and written feedback to pupils in relation to progress and achievement.
- To ensure a safe, secure, stimulating and well-organised environment.
- To work within the school's established "Code of Behaviour" for pupil behaviour and discipline, and safeguard the health and safety of pupils both on school premises and during out of school activities.
- To keep up to date ongoing records of pupils' progress and achievement across the curriculum.

CURRICULUM

- To plan and prepare lessons in accordance with the school's agreed 'Planning Guidance Policy' in respect of Long-, Medium- and Short-Term Curriculum Planning.
- Plan and deliver lessons within an exciting, challenging and stimulating learning environment which engages pupils in a range of grouping situations in keeping with whole School Policies and Schemes of Work.
- To use a variety of teaching styles.
- To organise resources that are appropriate to the child's ability which are readily available and accessible.
- To use the community to enable pupils to learn from direct experience.
- To contribute to whole school discussions about the schools aims, policies and practices.
- As a curriculum working group leader, chair, steer and guide the work of a mixed phase teaching staff in order to improve the curriculum.

LIAISON

- To plan for the effective use of Teaching Assistants, Trainees and other adults in the classroom.
- To promote good communication and consultation between Phase Leaders, Class Teachers and Support Staff in order to team build and provide support and guidance.
- To facilitate the exchange of ideas and strategies between year groups and across Key Stages.
- To keep parents informed about their child's curriculum, achievements, progress and level of attainment through regular correspondence, curriculum plans, Parent Open Evenings and yearly written reports.
- Assist in the quality assurance of annual end of year reports.
- Coordination/leader of year group/key stage concerts, relevant welcome/transition/information meetings.

LEADERSHIP AND MANAGEMENT

- Support and implement the vision and ethos of the school.
- Ensure that the work of the team/whole school (as relevant) is inclusive, and issues are addressed through curriculum and/or pastoral management.
- Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments.
- As appropriate, contribute to the writing of self-evaluation and policy documents.
- Manage effectively the transition of pupils to and from your phase and within it.
- Promote cross curricular approaches to teaching and learning.
- Be a proactive and effective member of the senior/middle leadership team.
- Be an effective role model for your team in terms of teaching, behaviour and classroom management.
- To liaise and co-ordinate work with other staff members with responsibilities for Teaching and Learning within the school.
- To develop and consult on the implementation of whole school policies and schemes of work which assists teachers in their planning, delivery and evaluation.
- Assist with data collation, analysis, and target setting to raise achievement.
- To assist the Head Teacher to implement effective communication and relationships so that pupils, staff, parents and governors are able to make informed decisions, feel valued and have a shared responsibility in the life of the school.

- Utilise technology to support teaching, assessment, and communication.
- To support and assist in daily routines and pastoral care of pupils.
- To attend and maintain relevant training to undertake the role of Deputy Designated Safeguarding Lead. The role of the designated safeguarding lead is detailed in Keeping Children Safe in Education.
- Assist, alongside other members of the Senior Leadership team in the smooth running, co-ordination and performance of such day-to-day managerial duties as may be required e.g. playground duty, assemblies, timetables.
- To liaise with School Governors through the attendance at meetings and through planned governor visits.

MANAGING AND DEVELOPING STAFF AND OTHER ADULTS

- Line manage a team of teaching and support staff including the effective recruitment, appraisal and development of its members in order that the team's objectives are achieved.
- To participate in the Performance Management process and act as a reviewer with the arrangements for the appraisal of identified staff within your phase or area of responsibility.
- Establish clear expectations for a team of staff, provide mutual support, delegate responsibilities, delegate tasks as appropriate, evaluate practice and develop an acceptance of accountability. To do this, meet regularly with staff in your phase e.g. attend planning meetings to establish, devolve, evaluate and support teaching and support staff.
- Facilitate an ethos within the team which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.
- Lead, develop and enhance the teaching practice of others through monitoring/evaluation and promoting improvement strategies to secure effective teaching and learning for learners.
- Ensure staff, including early career and recently qualified staff, are appropriately inducted, trained, monitored and supported with teaching, learning and assessment procedures and strategies.
- Support colleagues experiencing difficulty, including modelling best practice and generating short-term action plans. This may include, for example, supervision and supporting staff on their return to work following an absence.
- Lead learning within a designated Learning Phase by developing and implementing assessment strategies, data analysis and appropriate intervention programmes to ensure that identified standards of learner achievement are met.
- Promoting staff wellbeing within the phase.
- Work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.
- Lead strategies to strengthen parental engagement in early learning and development.

SUBJECT/ASPECT/PHASE LEADERSHIP AND MANAGEMENT

- To be responsible to the Head Teacher for the co-ordination of **EYFS**.
- Support high-quality provision, effective deployment of staff, and compliance with statutory requirements within the 30-hour nursery offer.
- Ensure EYFS provision meets the Statutory Framework for the Early Years Foundation Stage and aligns with Ofsted expectations/framework.
- Ensure there is continuity, consistency, balance, match and progression in your TLR area.
- Contribute to, implement and evaluate the success of School Development Plan relevant to your TLR area.

- Together with SLT, lead on the school self-evaluation process for your TLR area including monitoring of school standards (e.g. lesson visits, books and planning scrutiny, pupil discussions etc) in order to bring about improvement and ensure that learner aspirations are met.
- Ensure inclusive practice and effective provision for disadvantaged pupils within EYFS.
- Monitor and evaluate the impact of interventions and contribute to school improvement planning for EYFS.
- Together with the senior leadership team (SLT) of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your TLR phase/subject.
- Monitor standards including recorded work as relevant to your TLR phase/subject across the school including reviewing long and medium-term planning.
- Lead regular meetings relevant to your TLR area with appropriate colleagues.
- Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range.
- Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area of responsibility. As part of this role, meet regularly with staff in your phase e.g. attend planning meetings, to evaluate and support.
- Manage, monitor and accurately account for any budget in your TLR areas.
- To be responsible for and evaluate resources and materials in order to deliver effectively in your TLR areas
- To liaise with other staff, schools and Governors in relation to the named subjects.
- To consult, advise, promote and support staff development and confidence in your TLR areas
- When appropriate, promote parental interest and understanding in your TLR areas.
- To maintain an overview of standards and Teaching and Learning experiences across the curriculum and whole school, with a particular focus on EYFS through the implementation, monitoring and evaluation of the curriculum with particular reference to standards and raising achievement.

Example of phases specific responsibilities (not exhaustive):

- Early Years- Attainment on entry/starting points and throughout phase, transition, welcome & information meetings, EYFS curriculum and assessment, data and tracking, proficiency with EYFS Inspection Data Summary Report (or equivalent) and comparison with national data proficiency, assessment and reporting arrangements, effective deployment of TAs in EY with aim of narrowing gap between vulnerable pupils and the rest

PROFESSIONAL DEVELOPMENT

- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- To take part in professional development training activities as required by the Head Teacher.
- To keep regular records of personal training and courses attended.
- Ensure you keep up to date with current developments in your TLR area and disseminate information as appropriate back to staff in School.
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach.
- To deliver In-Service Training.

The job description is current at the date shown, but after consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Whilst every effort has been made to detail the main duties and responsibilities of the post, each individual task and duty to be undertaken has not been identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is appropriate to the School Teachers Pay and Conditions Document and is not specified within this job description.

Agreed that the Job Description is a fair and accurate statement of the requirements of the post.

Post Holder

Headteacher Date