**Post Title: EYFS or Key Stage 1 Class Teacher with TLR 2A (Phase leader)**

**St Teresa of Calcutta Catholic Academy Trust**

**St Patrick’s RC Primary School**

**Foxholes Road,**

**Rochdale**

**Responsible to: Headteacher**

**Salary: Main and Upper Pay Scale +TLR2A**

**Working Pattern: Full Time (Teachers Pay and Conditions)**

**Start Date: 1st September 2023**

Are you an outstanding and inspirational teacher who strives for every child to succeed?

Will you be an innovative leader, passionate about excellent classroom practice?

**Do you want to be part of a forward thinking leadership team, open to innovation and committed to partnership and collaboration?**

St Patrick’s is a school with well-behaved children, friendly and highly effective staff, supportive parents and committed governors and a member of St Teresa of Calcutta Catholic Academy Trust. The Governors are looking to appoint an outstanding and inspirational middle leader, who is an excellent classroom practitioner with extensive EYFS or Key Stage 1 experience. The successful candidate will lead and hold responsibility for one of the phases in school either EYFS or Key Stage 1.

We are looking for someone who:

* Will model outstanding practice;
* Will provide an inspirational learning environment;
* Will provide clear direction and leadership;
* Has experience of effective subject leadership;
* Is passionate about education and making a difference to children’s lives;
* Is dedicated to achieving the highest standards;
* Will work to promote diversity, inclusion and is committed to developing children into world citizens;
* Will work in close partnership with the rest of the Senior Leadership Team.

St Patrick’s RC Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be subject to enhanced DBS checks and satisfactory references, including your suitability to work with students. Applications will only be considered from individual applicants on our standard application form, and not via CV alone or agencies.

An application pack is available on the school website: <https://www.stpatricksprimary.stoccat.org.uk/>

Your completed electronic application form should be returned to: [kmanzoori@stpatricksprimary.stoccat.org.uk](mailto:kmanzoori@stpatricksprimary.stoccat.org.uk)

**Application closing date:** 30/03/2023 12 noon

**Interviews:** 4th and 5th April 2023

**Person Specification**

**Phase Leader required from 1st September 2023**

**Source Key: A = Application, I = Interview, T = Task, CC = Certificate Checking,**

**R = References**

**Note: Candidates failing to meet any of the essential criteria will be automatically excluded.**

|  |  |  |
| --- | --- | --- |
| 1. **Qualifications and Training** | Essential / Desirable | Demonstrated in |
| * 1. Qualified teacher status | **E** | **A/CC/R** |
| * 1. Has completed the Catholic Certificate of Religious Studies or has a commitment to do so | **E** | **A/CC/R** |
| 1. **Experience** |  |  |
| * 1. Evidence of successful teaching experience within EYFS/KS1 in at least one school | **E** | **A/R** |
| * 1. Experience of leading EYFS/KS1 | **D** | **A/I/R** |
| * 1. Experience of leading a subject area | **E** | **A/I/R** |
| * 1. Experience of a leading a team/staff and leading meetings | **E** | **A/I/R** |
| * 1. Experience of reporting to Governors or other Senior Personnel | **E** | **A/I/R** |
| 2.7 Experience of monitoring and raising standards | **E** | **A/I/R** |
| 1. **Knowledge, skills and abilities** |  |  |
| * 1. High expectations of all pupils and staff | **E** | **A/I/T/R** |
| * 1. Evidence of a high standards of classroom practice | **E** | **A/I/T/R** |
| * 1. A thorough knowledge of the current curriculum practice for EYFS/KS1 | **E** | **A/I/R** |
| * 1. Extensive knowledge of assessment in EYFS/KS1 | **E** | **A/I** |
| * 1. A commitment to inclusive education | **E** | **A/I** |
| * 1. The ability to have effective interpersonal and communication skills with colleagues, pupils and parents | **E** | **A/I/T/R** |
| * 1. Evidence of a high level of personal motivation and enthusiasm | **E** | **A/I/R** |
| * 1. Knowledge and experience of current assessment practices and statutory reporting arrangements | **E** | **A/I/T** |
| * 1. A commitment to providing a broad & balanced creative curriculum through innovative approaches to teaching & learning across the EYFS/KS1 phase | **E** | **A/I/R** |
| * 1. The ability to provide a happy, stimulating learning environment promoting independence | **E** | **A/I/R** |
| * 1. The ability to articulate pedagogy of teaching and learning | **E** | **A/I** |
| * 1. Experience of working effectively with, and deploying staff, to raise outcomes for pupils | **E** | **A/I/T/R** |
| * 1. Experience of working effectively with parents, carers and other members of the school community | **E** | **A/I/R** |
| * 1. Experience of delivering extra-curricular activities | **D** | **A/I/R** |
| * 1. Able to use own initative and meet deadlines | **E** | **A/I/R** |
| * 1. An understanding of the importance of the transition between EYFS and Year 1 | **E** | **A/I/T** |
| * 1. Ability to maximise the use of new technologies | **E** | **A/T** |
| * 1. Ability to provide high quality continuous provision indoors and/or outdoors in either Reception or Year 1 | **E** | **A/I/T/R** |
| * 1. Model effectively during the teaching phase of a lesson | **E** | **T** |
| * 1. Experience of modelling lessons for other practitioners | **D** | **A/I** |
| 1. **Professional and Personal Qualities** |  |  |
| * 1. Practising Catholic | **D** | **A/R** |
| * 1. Have a clear understanding of the Catholic faith and be willing to lead and take part in Christian worship within the school context | **E** | **A/I/R** |
| * 1. A commitment to working as part of a collaborative team | **E** | **I/T/R** |
| * 1. An enthusiast with energy, sensitivity, flexibility and a positive outlook | **E** | **I/T/R** |
| * 1. The capacity to inspire and motivate others, leading by example | **E** | **I/R** |
| * 1. Committed to the provision of an adapted curriculum, which meets the needs of **all** children and promotes their individual development | **E** | **A/I/T/R** |
| * 1. Experience of implementing positive behaviour management | **E** | **A/I/T/R** |
| * 1. Flexible in approach and willing to learn and develop new skills | **E** | **I/R** |
| * 1. Smart, professional appearance | **E** | **A/I/R** |
| * 1. Demonstrates a high level of English grammar (spoken and written) | **E** | **A/I** |
| * 1. A positive attitude to personal and professional development | **E** | **A/I/R** |

***Class Teacher with TLR Job Description***

**To carry out the duties of a teacher specified in the School Teachers’ Pay and conditions Document**

**In addition the post will carry the following duties:-**

**• To be a member of the School’s Extended Leadership Team**

**• A teaching commitment**

**Terms of Appointment**

This appointment is under the terms of the Catholic Education Service contract signed with the governors as employers. The appointment is subject to the current conditions of employment of teachers contained in the School Teachers Pay and Conditions Document, the Education Reform Act 1988, other current educational and employment legislation and the school’s articles of Government. In carrying out their duties, the teacher shall consult where appropriate with the Multi-Academy Trust, Local Governing Board, Diocese, staff of the school, parents of its pupils and the parish served.

The teacher should endeavour to maintain and develop the Roman Catholic character of the school in accordance with the directions given by the governors and subject there to the direction of the Headteacher.

***General Duties***

Ensure the education and welfare of classes and achievement groups of children in accordance with the requirements of *Condition of Employment of School Teachers* and *Teachers’ Standards*. Have due regard for the requirements of the National Curriculum, the school’s vision, values, curriculum and schemes of work, and any policies of the governing body. Share the corporate responsibility for the security and discipline of all children and have regard to safeguarding and child protection matters and take prompt action to address any concerns, reporting to and involving the Designated Safeguarding Leader.

***Professional Duties***

**Teaching:**

In each case having regard to the Teachers’ Standards and the curriculum for the school:

* Planning and preparing lessons;
* Teaching pupils according to their educational needs, including the planning, setting and marking of work, in accordance with policies for Teaching and Learning and Marking and Feedback;
* Demonstrate good subject and curriculum knowledge;
* Assessing and recording the development, progress and attainment of pupils;
* Adapting lesson plans in the light of these assessments in accordance with Assessment for Learning principles and the school’s assessment policies and procedures so that each pupil’s educational needs are met.
* Take responsibility for the pastoral care of pupils in your class.
* To monitor the standards of behaviour and achievement within the class.
* To deploy support staff effectively to support teaching and learning.

**Other activities:**

* Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned;
* Providing guidance and advice to pupils on educational and social matters and making relevant records and reports, taking a pro-active approach to involving parents;
* Making records of and reports on the personal and social needs of pupils;
* Participating in year group team meetings;
* Undertaking training to meet any of the teaching or other requirements herein described.

**Assessments and reports:**

* To monitor the progress of all children in the class and ensure appropriate action is taken where issues are identified.
* Collect and interpret assessment data for the children in their class
* To set appropriate targets for all children based upon the data available
* Liaise with teaching assistants and outside agencies.
* Providing for subject leaders, SLT and governors, oral and written assessments relating to individual pupils or groups of pupils as often as may be necessary to monitor and enhance pupil progress;
* Undertaking regular assessment of pupils’ work and ensuring that this information is entered into school tracking systems by agreed set dates and informs future lessons, having regard to the needs of each pupil and in accordance with the school’s policies and practices;
* Preparing for and attending termly Pupil Progress Meetings;
* Preparing for formal meetings with parents and providing termly updates of progress and achievement across the curriculum.

**Standards and Quality Assurance**

* Support the aims and ethos of the school.
* To ensure the daily practice of the Catholic Faith by each child by the provision of appropriate learning situations and personal example.
* Attend and participate in open/parent evenings.
* Uphold the school's behaviour code and uniform regulations.
* Participate in staff training.
* Participate in Continuing Professional Development,
* Attend team and staff meetings.
* Communicate and consult with parents,
* Communicate and consult with outside agencies and linked High Schools,
* Having high expectations of all pupils and ensuring that, as far as possible, their achievements reflect this
* To actively promote an interest in and enjoyment of an agreed curriculum area by;

1. Attending appropriate INSET meetings and keeping colleagues informed of current trends through report back sessions and leading INSET
2. Providing guidance and support for colleagues
3. Ensuring that there is continuity and progression in that named area.
4. Maintaining and developing available resources in that area

**•** Carry out any reasonable request of the Headteacher

**Other duties and responsibilities**

* Make a positive contribution to the wider life and ethos of the school
* Complete other roles and activities as directed by the Headteacher

**Appraisal:**

* Participating in the school’s agreed system of performance management.
* Your line manager will be the year leader or a member of the Senior Leadership Team, or in the case of year leaders or SLT, the Headteacher.

**Discipline, health and safeguarding:**

* Maintaining good order and discipline among the pupils and safeguarding their health and safety, including having regard to the Teachers’ Standards and the school’s Behaviour Policy and Health & Safety Policy.

**Staff meetings/INSET training:**

* Participating in meetings at the school which relate to any matter referred to in this document, the curriculum or the administration or organisation of the school.

**Administration:**

* Participating in administrative and organisational tasks related to such duties as are described above and the Teachers’ Standards.
* Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

**Additional Responsibility:**

**The TLR is initially for the phase leadership. The focus may change upon the needs of the school. The additional responsibility of a TLR means that the teacher should:**

* Lead and manage an age phase;
* Direct and deploy staff across that phase effectively
* Ensure high quality, purposeful learning environments are provided for the pupils across the phase
* Lead phase meetings to ensure consistency and standardisation across classes
* Monitor and moderate the curriculum delivery across the phase
* Co-ordinate parental events
* Liaise with external agencies to help support SEND pupils across the school
* Ensure procedures are followed with regard to planning of educational visits. This will involve:

1. Obtaining necessary documentation from pupils and providers
2. Inputting information into the Evolve system for approval
3. Completion of risk assessments
4. General oversights of all educational visits and the impact on the wider curriculum

* To monitor the various vulnerable groups and ensure all achieve well
* Maintain the highest level of teaching and learning and, through this, act as a role model for other colleagues in school;
* Identify key areas of improvement and produce a clear plan for improvement identifying appropriate actions and relevant success criteria and having due regard for the priorities of the school as a whole;
* Manage a budget account, requesting funding in line with emerging priorities and ensuring that

delegated funding is appropriately used;

* Lead the development of a focus area to improve and develop expertise in teaching;
* Monitoring provision and standards within your phase (in line with the school’s calendar and

policies) through key activities such as pupil interviews, lesson observations and associated

dialogue, scrutiny of work, scrutiny of teachers’ planning and so on;

* Use the outcomes of monitoring activities to inform future developments within the focus area;
* Keep abreast of new initiatives, updates and developments within your focus area, ensuring that all staff in school are informed as appropriate.
* Take a lead on the statutory data collection, testing administration and reporting for your phase.
* Attend Senior Leadership Team meetings.

**This job description is integral to the annual review of performance. It will only be amended following discussion. This job description will be reviewed annually.**