

Job Description

POST: Unqualified Teacher, Early Years Lead Practitioner.

RESPONSIBLE TO: The Headteacher, members of the Senior Leadership Team (SLT) and the Governing Body

SALARY: Unqualified Teacher Scale UNQ1 £21731.00 Per Annum

LOCATION: Woodloes Primary School

WORKING PATTERN: 1.0 FT

KEY RELATIONSHIPS: Headteacher, Deputy Head, SLT, teaching/support staff, external agencies and parents

RESPONSIBLE FOR: The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

MAIN PURPOSE:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate
- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times
- observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

OPERATIONAL/ STRATEGIC:

- To assist in the development of appropriate resources, schemes of work, marking policies and teaching strategies in the curriculum area
- To contribute to the curriculum area school plan and its implementation
- To plan and prepare lessons
- To contribute to the whole school's planning activities

TEACHING, LEARNING AND CURRICULUM:

- Undertake the duties of a teacher as specified by the most recent School Teachers' Pay and Conditions Document (STPCD).
- Develop teaching and learning approaches and evidence Teacher's Standards

- Contribute to long- and medium-term planning to support development of subject knowledge and understanding of assessment
- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and adapt appropriately to build on these demonstrating knowledges and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs and disabilities; more able; EAL; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English
- Have a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and learning
- Use and understand relevant data to monitor progress, set targets, and plan subsequent lessons

BEHAVIOUR AND SAFETY

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

TEAM WORKING AND COLLABORATION

- To develop and maintain good subject knowledge and an awareness of excellent, current practice in teaching.
- Participate in any relevant meetings/professional development opportunities, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies

- Work as a team and CAT member and identify opportunities for working with colleagues and sharing the development of effective practice within own school and within the Community Academies Trust
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Promoting the ethos of the Academy, as expressed in the mission and vision statements, is a shared responsibility to which teaching staff make a significant contribution.

FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school
- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality

PROFESSIONAL DEVELOPMENT

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal

OTHER SPECIFIC RESPONSIBILITIES

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Contribute to a adopt school Health and Safety Policy and practice
- Work in co-ordination with the school administration team and the school business manager in order to secure funding claims and ensure the successful day to day running of the pre-school
- Lead in the securing future pupil intakes working to ensure we are working at capacity
- This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

ENGLISH DUTY

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

Our values can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instill in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree in relevant subject. • Level 6 Early Years qualification (e.g., BA Hons in Early Childhood Studies, Early Years Education, or equivalent) • Early Years Teacher Status (EYTS) or Early Years Professional Status (EYPS) • Evidence of recent and relevant professional development 	

Experience, Skills and knowledge	<ul style="list-style-type: none"> • Experience teaching in a school-based EYFS setting (Nursery or Reception class) • Experience planning and delivering high-quality learning experiences in line with the EYFS framework • Proven ability to assess and track pupil progress using school-based systems • Experience working collaboratively with teaching assistants, support staff, and parents • Ability to lead, motivate, and support a team • Secure knowledge of the Early Years Foundation Stage (EYFS) Statutory Framework • Understanding of current safeguarding practices in a school context • Knowledge of systematic phonics teaching and early reading strategies • Understanding of inclusive practices and supporting children with SEND and EAL • Ability to create a nurturing, engaging, language-rich, and well-organised classroom environment • Skilled in making accurate observations and using assessment data to inform planning • Excellent interpersonal and communication skills, both verbal and written • Strong organizational and time management skills • Knowledge of child development theory and its application in practice • Paediatric First Aid certificate 	<ul style="list-style-type: none"> • Experience supporting children through transition into Key Stage 1 • Training in specific early years interventions (e.g., NELI) • Experience supporting school improvement or contributing to curriculum development • SEND training or qualification • Experience mentoring or supervising staff/students • Experience with Ofsted inspections • Proficiency in using digital learning journals or assessment tools (e.g., Tapestry)
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Personal Qualities	<ul style="list-style-type: none"> • Approachable, empathetic, and patient • Reliable and consistent • Optimism, vision and creativity • Sense of humour • Passionate about early childhood education and development • Committed to promoting high standards and raising attainment • Enthusiastic, reflective, and responsive to feedback • Professional, reliable, and committed to safeguarding and child welfare • Adaptable, resilient and proactive in a busy school environment • Committed to ongoing professional development • Reflective practitioner with a willingness to adapt and improve • High standards of professionalism and integrity 	
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