



EYFS Teacher

Job Description

Purpose of the Role

- To support the School's aim and objectives for raising standards of student achievement and ensuring high quality learning and teaching.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- Teach a subject to pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs.
- Teach all ages and levels of ability, the post holder will help to build upon the high standards of the school.
- To share resources and good practice, partake in lesson observation, collaborative teaching, mentoring and active participation in continuing professional development.
- To monitor and support the overall progress and development of pupils as a teacher/personal tutor.

Key Result Areas

The lists below are not exclusive or exhaustive, and the school may require the job holder to undertake additional duties commensurate with the level of the role.

Teaching and Learning

- To undertake a designated programme of teaching.
- Planning and preparation of courses and lesson for the classes assigned to her/him in accordance with the school's informal curriculum planning, including the implementation of the engagement model where relevant.
- To teach pupils according to their educational needs and to follow the schools' assessment policy.
- To ensure that the Big Question based learning approach of the school is reflected in the teaching/learning experience of pupils.
- To ensure a quality learning experience for pupils that meets internal and external standards.
- To prepare and update subject materials as required.
- To use a variety of delivery methods which will stimulate learning appropriate to pupil needs.
- To maintain discipline in accordance with the school's procedures.
- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep accurate records as required.
- To provide, or contribute to, oral and written assessments, reports relating to individual pupils and groups of pupils within the schools agreed deadlines.
- To maintain appropriate records and to provide relevant accurate and up-to date information for registers, PA, therapy, annual reviews etc.
- To track pupil progress and use information to inform teaching and learning.
- To complete the relevant documentation required in the tracking of pupils.
- Being responsible for the room(s) in which he or she teaches with regard to appearance and display and for resources and equipment as appropriate.

Professional development and team work

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in subject knowledge and teaching methods.



- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.
- Establish and maintain effective working relationships with professional colleagues and other leaders to develop cross curricular/phase links and creative approaches to learning.
- Participate in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.

Curriculum

- To assist in the development of appropriate schemes of work, marking policies, teaching strategies and resources in the department.
- To contribute to the school improvement plan and its implementation.
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's Strategic Objectives

Evaluation

- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review methods of teaching and programmes of work in line with requirements.
- To take part, as may be required, in the review, development, and management of activities relating to the curriculum, organisation, and pastoral functions of the school.

Communication

- To communicate effectively with the parents of pupils as appropriate.
- To take part in liaison activities such as parents' evenings, review days and liaison events with other schools.
- Where appropriate, to communicate and co-operate with bodies outside the school.
- To follow agreed policies for communications in the school.
- To contribute to the development of effective subject links with external agencies.

Management of resources

- To contribute to the process of the ordering and allocation of equipment and materials as relevant
- To assist the Senior Leadership Team to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with others to ensure equitable and effective use of resources to benefit the pupils, department and the school.

Pastoral

- To promote well-being and progress of individual pupils, and of the tutor group as a whole.
- To ensure the implementation of the school's Pastoral System.
- To accurately register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of pupils and keep up-to-date records as required.
- To contribute to the preparation of pupil profiles, action plans and reports.
- To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school



concerned with the welfare of individual pupils, after consultation with the appropriate staff

- To apply behaviour management systems so that effective learning can take place.
- Checking on students' school uniform and enforcing school rules regarding jewellery etc.

Health and safety

- To comply with the school's Health and Safety policy and help to maintain a safe working environment.
- To undertake risk assessments as appropriate.
- Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.

OTHER PROFESSIONAL REQUIREMENTS

- Play a full part in the life of the school community, to support its unique vision and ethos and to encourage staff and pupils to follow this example.
- Positively support equality of opportunity and equity of treatment to colleagues and students.
- Present themselves in a smart and professional manner befitting of their profession.
- To undertake duties as specified by the Principal not mentioned in the above.
- Undertaking additional administrative duties as directed by their line manager.
- To comply with any reasonable request from the senior leadership team.

Responsible to: Senior Business Support Officer / Office Manager

Employee Supervision: Senior Leaders

Educational and qualifications

| | Criteria | Essential Desirable | Evidence d In |
|-----|--|------------------------|------------------|
| 1.1 | Qualified Teacher Status. | E | Application |
| 1.2 | Further relevant educational professional qualifications, related to special educational needs | E | Application |

Knowledge

| | Criteria | Essential Desirable | Evidenced In |
|-----|---|------------------------|--------------------------|
| 3.1 | Knowledge of Special Educational Needs. | D | Application Interview |
| 3.2 | Up to date knowledge of all aspects of the National Curriculum at KS1 or 2 and relevant knowledge of end of key stage assessments | E | Application Interview |
| 3.3 | Ability to teach consistently good or outstanding lessons | E | Application Interview |



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|------|--|---|-----------------------|
| 3.4 | Ability to use a range of teaching styles appropriately | E | Application Interview |
| 3.5 | Ability to provide effective written and verbal feedback which raises achievement | E | Application Interview |
| 3.6 | Ability to use data and assessment for learning to raise achievement | E | Application Interview |
| 3.7 | Statutory requirements concerning equal opportunities, health and safety, SEN and child protection | D | Application Interview |
| 3.8 | Knowledge of effective teaching and learning strategies to meet the needs of all pupils including those with special educational needs, vulnerable groups and gifted and talented pupils | E | Application Interview |
| 3.9 | Evidence of continuous INSET and commitment to further professional developments | D | Application Interview |
| 3.10 | Relevant knowledge and understanding of current curriculum issues and research | D | Application Interview |

Skills, Abilities and Attributes

| | Criteria | Essential Desirable | Evidenced In |
|-----|---|--------------------------------|-------------------------|
| 4.1 | Highly developed planning and organisation skills | E | Application Interview |
| 4.2 | Excellent written and verbal communication | E | Application Interview |
| 4.3 | Highly developed interpersonal skills | D | Interview |
| 4.4 | Ability to assess pupils' learning needs and set appropriate targets for improvement | E | Application Interview |
| 4.5 | Ability to analyse and interpret a range of key data and information about pupils' attainment to set targets for improving standards and attainment | E | Application Interview |
| 4.6 | Ability to analyse data and evidence of higher level ICT skills | D | Interview |
| 4.7 | Good ICT skills and knowledge of how new technologies support teaching and learning | D | Interview |
| 4.8 | Ability to use initiative and prioritise workload | E | Application Interview |



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| 4.9 | Accurate and well organised approach to work | E | Application Interview |
| 4.10 | Ability to motivate children and set high standards | E | Interview |
| 4.11 | Ability to secure a good standard of pupil behaviour by establishing and communicating appropriate rules, in accordance with school policies | E | Interview |
| 4.12 | Establish and develop good relationships with parents, governors and the wider community | E | Application Interview |

Personal Qualities

| | Criteria | Essential Desirable | Evidenced In |
|------|--|---------------------|-----------------------|
| 4.1 | Commitment to high educational, professional and personal standards | E | Application Interview |
| 4.2 | Enthusiasm for teaching and learning and for your subject | E | Application Interview |
| 4.3 | Commitment to continuous professional development of yourself and others | E | Application Interview |
| 4.4 | Respect for children, parents and their needs | E | Application Interview |
| 4.5 | Be able to relate well to students and a commitment to positive and healthy outcomes for young people | E | Application Interview |
| 4.6 | A demonstrable commitment to the safeguarding of students and child protection | E | Application Interview |
| 4.7 | Be able to listen effectively and be sensitive to others | E | Interview |
| 4.8 | A strong commitment to Equal Opportunities | E | Application Interview |
| 4.9 | High levels of motivation and a 'can do' attitude | E | Application Interview |
| 4.10 | Discretion at all times in the disclosure of information about the school and having a strong awareness of confidentiality | E | Interview |
| 4.11 | A passion for inclusive education in a Jewish ethos school | E | Application Interview |



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|------|---|---|-----------------------|
| 4.12 | Ability to be ambitious for self and others | E | Application Interview |
| 4.13 | Ability to recognise and manage personal stress and support others in managing theirs | E | Interview |

Behaviours and expectations:

All staff members are expected to adhere to and promote professional standards including the school and Kisharon's code of conduct and values.

General:

The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Headteacher and develop and promote high standards of professional conduct throughout the school. At the headteacher's discretion, based on the needs of the school, you may be redeployed.

You will be expected to carry out your duties in line with Kisharon's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development through school communications.

You will be required to work at any premises which Kisharon currently has or subsequently acquires or at which it may, from time to time, provide services.

You will be expected to travel throughout the Borough and wider area and will, therefore, have access to a vehicle with appropriate Business Insurance. There may be a requirement to transport pupils from time to time, subject to appropriate risk assessments being in place.

You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support Kisharon, and your own professional development.

All staff, regardless of their position, are expected to undertake TeamTeach training and work within "good practice" guidelines using a range of positive handling strategies, gradual and graded, involved in holding, guiding and escorting safely, from least intrusive to more restrictive holds.

As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.