



The Greenfield & Hurst Drive Federation

www.GreenfieldandHurstdrive.co.uk

Executive Headteacher:
Mrs Mireilli Forrest



Job Description and Person Specification – Class Teacher with Curriculum Leadership Responsibility

Introduction

The Greenfield and Hurst Drive Federation consists of two schools: Greenfield Nursery School and Hurst Drive Primary School. They are situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. We are privileged as a federation to serve children from a rich and diverse local community and are committed to providing the very highest quality education for all our children.

Vision Statement

As a federation, we believe in striving for success for all our children through working together within and across our schools and the wider community. We believe in the importance of fostering strong relationships that support children's learning and development.

Our vision is that all children who attend our schools will be successful academically. We consider it of equal importance that they are successful in their social, emotional, cultural and cognitive development.

Title and Grade of Post

Post Title: Class Teacher Pay Scale: MPS / UPS + TLR 2a

Contract type: Fixed Term

Hours: Full Time

Purpose of the Job

To provide leadership in the development and management of the curriculum within the Nursery, ensuring compliance with the Early Years Statutory Framework. To teach pupils within the school; and to carry out such other associated duties as are reasonably assigned by the deputy head teacher in a courteous, helpful and positive manner.

Employment Duties

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school or on-line.

Relationships

The post holder is responsible to the deputy head teacher for his/her teaching duties and responsibilities and for teaching tasks. The post holder interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them to promote mutual understanding of the nursery curriculum and ensure its implementation within the Nursery School, with the aim of improving the quality of teaching and learning and compliance with the Early Years Statutory Framework for the Foundation Stage. The post holder may be responsible for the supervision of the work of support staff relevant to his/her responsibilities.

Main purpose

The Teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document (STPCD)
- Meet the expectations set out in the Teacher's Standards
- Fulfil duties reasonably directed by the Deputy Headteacher

N.B. The duties listed below are not an exhaustive list of requirements.

Key responsibilities

Teaching:

- Be responsible for the quality of the teaching and learning of all pupils who are assigned to the post holder
- Plan and teach well-structured lessons to assigned classes, following the school's plans and curriculum
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils
- Participate in arrangements for preparing pupils for examinations.

Whole-school organisation, strategy and development:

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the school's vision and values
- Work with others on curriculum and/or pupil development to secure coordinated outcomes.

Health and Safety:

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality, security, data protection; and report all concerns to an appropriate person
- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.

Working with colleagues and other relevant professionals:

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues.

Management of staff and resources:

- Direct, supervise and provide support to support staff assigned to them and, where appropriate, other teachers
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- Monitor quality and standards of resources delegated to them.

Professional development:

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching and overall performance
- Where appropriate, take part in the appraisal and professional development of others.

Communication:

- Communicate effectively with pupils, parents/carers, colleagues, wider school community and governors.

Responsibilities attached to the post of Curriculum Leader within the Nursery School are as follows:

- to keep up to date with the latest developments and research in order to advise the deputy head teacher and colleagues on the implementation of the nursery curriculum— including developing and amending school practices and policy accordingly;
- to seek to ensure the nursery curriculum complies with the requirements of the Early Years Foundation Stage Statutory Framework;
- to ensure the nursery curriculum is taught effectively through monitoring of teaching and auditing of the school's equipment, resources and facilities;
- to promote equal opportunities within the school and within the nursery curriculum and to seek to ensure the implementation of the school's equality policy.

The key tasks attaching to the post of Curriculum Leader are as follows:

- to carry out regular monitoring of the quality of teaching, learning and assessment, including learning walks, pupil voice, work scrutiny and data analysis, creating actions based on monitoring to improve outcomes for pupils;
- to provide support to colleagues - co-ordinating, planning and leading in-service training relevant to this, and participate in meetings designed to integrate the work of the subject leader into the management of the school as a whole;
- to co-ordinate the requisition, storage, maintenance and deployment of resources and equipment needed to implement the curriculum in accordance with the school's policy. This includes being responsible for a small budget;
- to assist the deputy head teacher in the preparation and sharing of reports relating to the nursery curriculum and the Early Years Foundation Stage , if these are requested by the local authority or the school's governing board.

Person Specification – Class Teacher

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Educated to degree level • Qualified teacher status (QTS) or a degree (i.e. to allow for QTS to be achieved) 	<p>Evidence of appropriate professional development (e.g. NPQML, NPQEYL)</p> <p>Early Years qualification (e.g. Primary 3-7)</p>	<p>Application</p> <p>Certificates</p>
Experience	<ul style="list-style-type: none"> • Class teaching in EYFS • A track record of excellent classroom/teaching practice 	<p>Minimum of 3 years' experience teaching</p> <p>Experience of teaching in a Nursery</p> <p>Subject leadership</p>	<p>Application</p> <p>Interview</p> <p>References</p>
Knowledge	<ul style="list-style-type: none"> • A secure understanding of the Statutory Framework for the Foundation Stage • Knowledge of what constitutes high quality teaching and learning. • Knowledge of special educational needs and disabilities, including how to support pupils with SEND in the classroom • Understanding of summative and formative assessment and how they contribute to pupil's progress • Knowledge of how to manage pupil's behaviour and promote effective behaviour for learning • Secure knowledge of Part 1 of 'Keeping Children Safe in Education; for schools and colleges including what staff should do to support the welfare of children and young people 	<p>Knowledge of the National Curriculum</p> <p>Knowledge of child development (0-3 years)</p> <p>Understanding of therapeutic approaches to behaviour management and trauma informed practice</p>	<p>Application</p> <p>Interview (lesson observation)</p>
Professional Skills	<ul style="list-style-type: none"> • Excellent standard of written English • Ability to analyse pupil data effectively and use that analysis to inform planning to improve pupil outcomes Ability to build strong positive relationships with pupils which allows them to thrive and succeed • Ability to build strong, professional relationships and work well as part of a team 	<p>Have experience in coaching and/or mentoring.</p> <p>Have experience in leading a large team</p>	<p>References</p>

	<ul style="list-style-type: none"> • Ability to set high expectations for all pupils and to plan and teach lessons which motivate and inspire • A commitment to providing equity of opportunity and inclusion for all • Ability to maintain confidentiality 		
Person attributes and aptitude	<ul style="list-style-type: none"> • Passionate about teaching and learning, and providing a high quality of education for all • Committed to maintaining high expectations in all aspects of their work • Committed to continuous professional development • Enthusiastic with an engaging teaching style (i.e. to inspire pupils to learn, to build supportive relationships) • Approachable, with good teamwork skills (i.e. helping colleagues, children and parents/carers alike to ensure best possible outcomes for children) • Punctual and organised; able to prioritise tasks and manage own time effectively • Resilient and resourceful; always looking for ways to solve problems and pre-empt those which might occur 		Application Interview (i.e. lesson observation) References
Equal opportunities	<ul style="list-style-type: none"> • Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin 	Relevant professional development relating to equalities	