**George Washington Primary School**

**Job Description**

**Early Yeas and Key Stage 1 Lead**

**MPS/UPS + TLR2a**

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| Name: |  |
| Responsible to: | The Head of School |
| Responsibilities: | * Class teacher * Phase leader lower school (Year R, 1 & 2) * Leadership and management of EY/Key Stage 1 * Member of school leadership team * Development of lower school curriculum * In collaboration, to develop and implement whole school policies and procedures. |

**Key Stage Leader Responsibilities**

1. To work in partnership with the head of school in:

* Implementing effective self-review systems
* Preparation of reports including to governors
* Monitoring the quality of teaching and learning across the phase
* Supporting and developing class teachers
* Assisting in the delivery of collective worship
* Evaluation and analysis of IDSR/ASP and internal data

1. To performance manage all lower school teachers or other staff as delegated by HoS.
2. To work in partnership with the Deputy Head of School and Key Stage 2 leader in the preparation of timetables: class, teaching assistant, PPA cover, learning support, nurture groups, lunchtime supervision and playground duty.
3. To keep fully up to date with current educational research through wider reading.
4. To work towards the attainment of further professional qualifications, at the required level, to assist in the achievement of the school’s goals.
5. To ensure that the school’s vision, values and ethos are met through all areas of curriculum responsibility and to support with embedding those values across the school by acting as a role model for them.
6. To be Key Stage Leader for the lower school (Year R, 1 and 2) undertaking the following tasks:

* Ensure that planning is completed appropriately, on time and follows agreed schemes and systems.
* Ensure that pupil targets are set, shared with pupils and regularly reviewed and updated.
* Ensure that marking and feedback given contribute effectively to moving on pupil progress.
* Ensure that vulnerable groups (pupil premium, SEN, HAP, B/G etc) are monitored, supported and make good progress.
* Ensure that all assessments are moderated particularly for vulnerable groups.
* Ensure that all administrative matters and health and safety matters are dealt with appropriately.
* Ensure that staff have a voice and are listened to, receive all relevant information from management through regular team meetings.
* Ensure continuity within and across year groups, phases and key stages by working closely and effectively with other leaders and schools.

1. To liaise and work with outside agencies including social services, SIP, and colleagues from other schools and across trust.
2. To undertake any CPD or training required
3. To make a significant contribution to the ethos of the school being an active role model for its vision and values.
4. To be jointly responsible, with other leaders, for the smooth day-to-day running of the school.
5. To act as Early Help lead for families within the lower school
6. To act as first support in behaviour and pastoral issues on day to day issues and work closely with parents and carers.

**Class Teacher:**

*Teaching and assessment*

1. To teach children according to the schemes of work and policies of the school**.**
2. To provide a clear structure and sequence of lessons which maintain pace and motivation for children.
3. To plan teaching (long term, medium term and weekly) to achieve progression in children’s learning by identifying clear teaching objectives, setting tasks which challenge pupils, setting clear and challenging targets for pupils (involving pupils in setting their own targets) and identifying pupils who have specific needs.
4. To deliver lessons that ensure teaching and learning is at least consistently good.
5. To differentiate activities to meet all children’s needs.
6. To deliver the curriculum using a variety of teaching styles.
7. To encourage the children to become independent and self disciplined learners.
8. To make best use of teaching time by maintaining an orderly classroom and establishing a purposeful learning environment.
9. To use the outdoor learning environment in all areas of the curriculum.
10. To plan and organise at least one educational visit or visitor each half term.
11. To use and keep up to date own ICT skills to teach school curriculum and schemes of work effectively.
12. To assess children’s work effectively and regularly during and after lessons and to teach children self assessment strategies so they are involved in their own assessment.
13. To maintain continuity and progression in all areas of the curriculum by using on-going teacher assessment and SATs where appropriate.
14. To up-date school curriculum, class and individual assessment record sheets

*Resources*

1. To establish a safe and stimulating class room environment which provides evidence of children’s work through regularly updated display.
2. To use ICT effectively to support learning for pupils, groups of pupils and individual pupils.
3. To contribute to the whole school learning environment by display to promote effective learning
4. To provide a variety of resources through which pupils learn and make good progress.

*Working together*

1. To liaise with colleagues about planning and organisation.
2. To liaise with colleagues throughout the school to ensure a whole school approach to all aspects of school life.
3. To establish a positive and effective relationships with children and their families to develop the school as a caring environment and to maximise their learning potential.
4. To establish links with the community to enable children to learn from direct experience.
5. To share, through appropriate school procedures, all concerns regarding children or adults.

*Pastoral*

1. To be directly responsible for the safety and welfare of members of the class and indirectly for all children within the school, during teaching times, at the beginning and end of each session and at playtimes on a rota basis
2. To take assemblies on a rota basis.
3. To share responsibility for implementation of the school’s behaviour policy across the whole school at all times.
4. To identify children causing concern and those with specific needs and to inform the head of school/SENDCo.
5. To liaise with the appropriate outside agencies about children with special needs or those causing concern.
6. To act as a positive role model to the children in behaviour, presentation and attitude.
7. To have a positive, proactive approach to school and teaching.

*Professional Development*

1. To take an active role in Continuing Professional Development to ensure that individual needs are identified and met.
2. Attend appropriate in-service courses and report back to colleagues.
3. To deliver CPD as appropriate to whole staff or groups of staff linked to responsibilities in school.

Head of School EY/Key Stage 1 Lead

Date Date

This job description may be amended at any time after consultation with you.