

# St. Augustine's Catholic Primary School

Head Teacher: Rachel Swindell

Assistant Head: Amy Casey

Chair of Governors: Joseph Zammit



*We try to follow Jesus by loving each other and caring for God's world.*

## Job details

<b>Salary details:</b>	0.4 (Main scale, FTE)
<b>Job term:</b>	Part time – Monday, Tuesday term time
<b>Appointment:</b>	Temporary until Easter 2023 (31 <sup>st</sup> March 2023)
<b>Reporting to:</b>	Head Teacher and EYFS Lead

## Main purpose

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

## Duties and responsibilities

### Teaching

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils, incorporating the areas of learning for **Early Years Foundation Stage** in line with the policies of the school.
- To facilitate, support and monitor the overall progress and development of EYFS pupils and designated groups of pupils (SEND, FSM etc.) Prepare and implement I.E.P.s for individual pupils.
- To foster a learning environment and educational experience which provides pupils with the opportunity to fulfil their individual potential.
- To share in the development of the EYFS curriculum, courses of study, teaching materials, teaching programmes, methods of teaching and assessment and their review.
- To support and contribute to the school's responsibility for safeguarding children.
- Co-operation and close liaison with parents and guardians, professionals within Early Years Foundation Stage and the wider school, including fellow staff and colleagues from external agencies (for example, specialist teachers from the LA support services, health professionals and social workers).
- Working with others to plan and coordinate work both indoors and outdoors.
- Motivating and stimulating children's learning abilities, encouraging learning through experience
- Liaising with the Year 1 staff to ensure the smooth transition between EYFS and Year 1 in September

### Whole-school organisation, strategy and development

- To play a full part in the life of the school community, and support its distinct Catholic ethos and values.
- To follow and actively promote the school's policies and procedures.
- To comply with health and safety policy and undertake risk assessments as appropriate.
- To actively pursue own personal and professional development.

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## Overall generic duties

- Teaching all areas of the foundation stage, which is focused on helping the children achieve early learning goals;
- To be part of a team to plan, prepare and evaluate all aspects of EYFS provision;
- Providing pastoral care and support to children and providing them with a secure environment in which to learn;
- Developing and producing visual aids and teaching resources;
- Organising learning materials and resources and making imaginative use of resources;
- Assisting with the development of children's personal/social and language abilities;
- Supporting the development of children's basic skills, including physical coordination, speech and communication;
- Encouraging children's mathematical and creative development through stories, songs, games, drawing and imaginative play;
- Developing children's curiosity and knowledge;
- Working with others and contributing to the strong and experienced team ethos of the school, to plan and coordinate work both indoors and outdoors;
- Sharing knowledge gained with other practitioners and parents;
- Observing, assessing and recording each child's progress and preparing reports for external agencies;
- Attending in-service training;
- Attend assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after the school session;
- Ensuring the health and safety of children and staff is maintained during all activities, both inside and outside the nursery/school;
- Keeping up to date with changes in the curriculum and developments in best practice;
- To be adaptable, flexible and have a sense of fun and humour.

*The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.*

*Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.*

## Person specification

Criteria	Qualities	Essential / Desirable
<b><u>Qualifications and Experience</u></b>	<ul style="list-style-type: none"> <li>Qualified to degree level including Qualified Teacher Status</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>Early Years specialist training</li> </ul>	Desirable
	<ul style="list-style-type: none"> <li>To have teaching experience and understanding of transition from YR to Y1 with children under five</li> </ul>	Essential
<b><u>Professional Knowledge and Experience</u></b>	<ul style="list-style-type: none"> <li>Excellent Early Years Practitioner with a thorough understanding of the Early Years Foundation Stage (including the revised framework) and a commitment to the highest standards of teaching and learning</li> </ul>	Desirable
	<ul style="list-style-type: none"> <li>A clear understanding of how young children learn and the ability to plan for effective and high quality teaching and learning in the Early Years Unit</li> </ul>	Desirable
	<ul style="list-style-type: none"> <li>An understanding of the principles and practices of observations, assessment and planning and how these can be used effectively to maximise pupil progress for all groups of children</li> </ul>	Desirable
	<ul style="list-style-type: none"> <li>To have experiences of working with children with SEND</li> </ul>	Desirable
	<ul style="list-style-type: none"> <li>The ability to meet all children's needs to ensure every child makes good progress including those with English as an additional language and children with additional or complex needs or disabilities</li> </ul>	Desirable
	<ul style="list-style-type: none"> <li>To be able to manage behaviour effectively using a range of strategies.</li> </ul>	Desirable
	<ul style="list-style-type: none"> <li>Experience of planning and organising an enabling learning environment inside and outside</li> </ul>	Desirable
	<ul style="list-style-type: none"> <li>The ability to contribute to the development of an area of learning</li> </ul>	Desirable
	<ul style="list-style-type: none"> <li>To lead by example through consistently high quality practice in all areas</li> </ul>	Desirable
	<ul style="list-style-type: none"> <li>The ability to maintain professional and positive relationships with children, staff, parents and external agencies</li> </ul>	Essential

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<b><u>Professional skills</u></b>	<ul style="list-style-type: none"> <li>To demonstrate the skills of a good teacher, including the ability to:                             <ul style="list-style-type: none"> <li>Use first hand experiences to interest and encourage and engage pupils</li> <li>Have very good behaviour management skills</li> <li>Provide appropriate levels of challenge so that all pupils make good progress</li> <li>Use assessment information effectively to plan next steps for children.</li> </ul> </li> </ul>	Essential
	<ul style="list-style-type: none"> <li>To work collaboratively and supportively with colleagues within EYFS, school, feeder schools and outside agencies</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>The ability to respond to challenges with optimism</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>To be committed to continual personal and professional development. To be reflective and learn from past experiences</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>To be committed to equality, diversity and the inclusion of all</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>To be able to communicate clearly both orally and in writing</li> </ul>	Essential
<b><u>Personal Characteristics</u></b>	<ul style="list-style-type: none"> <li>Have an excellent attendance record and be reliable with a high degree of integrity</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>Approachable with excellent interpersonal skills when dealing with others on all levels</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>Well-organised, enthusiastic, energetic and flexible</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>Resilient and demonstrates the ability to work under pressure. Manages time effectively</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>Values and respects the views of children</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>Self-motivated and able to take initiative and responsibility</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>A willingness to learn with and from colleagues</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>Proactive in maintaining own professional development and can seek help from others when needed</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>A commitment to take part in all aspects of the life of the School, including meetings, training, special events and other activities as required</li> </ul>	Essential
<ul style="list-style-type: none"> <li>Adheres to the School's code of conduct</li> </ul>	Essential	