



We Work, We Play, We Care, We Pray



Bishop Bridgeman C.E. Primary School

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An Academy School - Company number: 10261477

Executive Principal: Mrs J. Pilling

Principal: Mrs H. Hafeji

Vice Principal: Mrs N. Patel



JOB DESCRIPTION

School	BISHOP BRIDGEMAN CE PRIMARY SCHOOL
Job Title	EYFS TEACHER
Grade	MPS 1 - 6
Responsible to	Governors and Principal
Principal Responsibilities	To undertake the principal responsibilities set out in the Teachers' Pay and Conditions document, together with the additional duties set out below:

PRINCIPAL RESPONSIBILITIES

Relationships with pupils

1. High expectations of all pupils
2. A commitment to pupils achieving their full potential
3. Establish a fair, respectful, trusting and supportive relationship with pupils
4. Hold positive values and attitudes to school and support values and ethics
5. Demonstrate ability to inspire pupils
6. Adopt high standards of behaviour in their professional role

Frameworks

1. Maintain an up to date knowledge of teachers' professional duties and the statutory frameworks within which they work
2. Contribute to the development, implementation and evaluation of the policies and practice of their work place
3. Demonstrate interest in educational issues



Communicating and working with others

1. Communicate effectively with pupils and colleagues
2. Communicate effectively with parents and carers, conveying relevant information about attainments, progress and well-being
3. Encourage parents to participate in parent/teacher interviews and other discussion about their child's progress, development and well-being
4. A commitment to collaboration and co-operative working
5. Ability to communicate effectively with peers

Personal professional development

1. Evaluate their performance and be committed to improving professional practice through appropriate professional development
2. Have a creative and positive approach towards innovation, being prepared to adopt new practice where benefits and improvements are identified
3. Act upon advice and feedback and be open to coaching and mentoring
4. Demonstrate an acceptance that educational change is now the norm
5. Be aware that teachers need to continually learn and develop

Teaching and Learning

1. Have an excellent, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies within early years
2. Know how to use and adopt the strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential
3. Teach challenging, well organised lessons across the age and ability range using:
 - An appropriate range of teaching strategies and resources, including ICT
 - Build on prior knowledge and attainment of pupils so that they make sustained progress
 - Adapt language to suit learners, introducing new ideas and concepts clearly, and using explanations, questions, discussion and plenaries effectively
 - Manage the learning of individuals and groups effectively, modifying their teaching appropriately to suit the needs of the learner
4. Teach engaging motivating lessons informed by well grounded expectations of pupils designed to raise levels of attainment

Assessment, monitoring and giving feedback

1. Know and implement all the school's assessment procedures relating to EYFS
2. Know and use a range of approaches to assessment, including the importance of formative assessment
3. Use school, local and national statistical information to evaluate the effectiveness of the EYFS Unit
4. Monitor the progress of those they teach and use monitoring information to help raise levels of attainment of the pupils they teach
5. Use reports and plans to provide pupils with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development
6. Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring progress
7. Provide pupils, colleagues, parents and carers with timely feedback on attainment, progress and areas for development

8. Use assessment as part of their teaching to set realistic and challenging targets for improvement and to plan future teaching

Subject and curriculum

1. Have a secure knowledge and understanding of the EYFS curriculum and related pedagogy and how each subject contributes to cross curricular learning
2. Know and understand the relevant statutory and non-statutory curricular frameworks and other relevant initiatives across the age and ability range they teach

Literacy, Numeracy and ICT

1. Use skills in literacy, numeracy and ICT to support their teaching and wider professional activities

Achievement and diversity

1. Make effective personalised provision for those they teach, including those who have EAL or SEN
2. Take practical account of diversity and promote equality and inclusion in their teaching
3. Refer to sources of information, advice and support from external agencies when planning provision for pupils with EAL or SEND

Health and well-being

1. Know and implement local and national policies and guidance on the safeguarding and promotion of the well-being of children
2. Know how to identify potential child abuse and follow safeguarding procedures

Planning

1. Plan for progression across EYFS designing effective learning sequences informed by secure subject knowledge

Learning environment

1. Establish a purposeful, safe, orderly and stimulating learning environment which complies with legal requirements, national policies and school policies
2. Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible, making links between in school learning in out-of-school contexts
3. Manage pupils' behaviour constructively by establishing a clear and positive framework for discipline in line with the school's Behaviour Policy
4. Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self control and independence of pupils

Team working and collaboration

1. Work as a team member, sharing the development of effective practice
2. Adopt a positive and optimistic attitude to school issues
3. Help to encourage a positive school spirit
4. Meet deadlines and show a degree of organisation in work related matters
5. Ensure that members of the non teaching staff working with them are appropriately involved in supporting learning and understand the roles they are supposed to fulfil

Customer Care - To provide quality services that are what our customers want and need. To give customers the opportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered.

Develop oneself and others - To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan. To be ready to share learning with others

Valuing Diversity - To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Date Job Description prepared/updated

November 2017

Job Description prepared by

Hafsha Hafeji