



Lever Edge Primary Academy

Lever Edge Lane, Bolton BL3 3HP

JOB DESCRIPTION

Job Details	
Name	Lever Edge Primary Academy
Job Title	EYFS Nursery Class Teacher
Grade	Main Pay Scale (Point 1 – 9)
Primary Purpose of Job	<p>To maintain consistently high standards in relation to all aspects of the Teachers' Standards</p> <p>Coaching and mentoring other members of staff</p> <p>Demonstrating effective practice and helping others to evaluate the impact of their teaching on learners' achievement</p> <p>Contributing significantly to implementing workplace policies</p> <p>Being a role model for learners and other staff</p> <p>Making a significant contribution to school development</p> <p>Making a significant contribution to the wider aspects of school life</p> <p>Responsible for the outdoor learning provision</p>
Responsible to	Headteacher, Members of the SLT and the Academy Trustees
Responsible for	The deployment and supervision of the Teaching Assistant
Principal Responsibilities	To undertake the principal responsibilities set out in the Teachers' Pay and Conditions Document, together with the additional duties set out below:

Main Duties	
<p>Set high expectations which inspire, motivate and challenge</p> <p>UPR teachers are expected to consistently maintain high standards as defined from Main Scale teacher and:</p>	
1.	Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
2.	In setting targets, take into account cohort targets and how these will be met
3.	In setting targets, take account of the level of challenge for pupils across the cohort of all backgrounds, abilities and dispositions
4.	Actively support the ethos of the school in relationships with children, colleagues and parents, both in class and around the school
5.	Have a secure understanding of the EYFS statutory framework and apply it effectively in daily practice
6.	Work collaboratively with EYFS colleagues to ensure consistent, high-quality provision across the nursery

Main Duties	
Promote good progress and outcomes by pupils	
7.	Set an example in all aspects, share good practice and support other colleagues in maintain the standards
8.	Demonstrate clear understanding of the needs of children of all backgrounds, abilities and dispositions, so that the majority of pupils make good progress
9.	Use data effectively, demonstrating analytical thinking in reviewing and evaluating progress and attainment and in meeting appropriate, challenging targets for all pupils for both class and cohort
10.	Demonstrate through self-review, and effective evaluation of the impact of teaching
11.	Demonstrate in depth knowledge of how children learn and adapt teaching accordingly
12.	Establish a culture that ensures that pupils have a responsible and conscientious attitude to their work
13.	Engage with colleagues in review and evaluation of cohort progress and attainment
14.	Actively promote parental involvement and initiate opportunities to involve them
15.	Lead on subject development through staff training or INSET
16.	Provide quality, accurate, professional reports for parents
Demonstrate good subject and curriculum knowledge	
17.	Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
18.	Demonstrate knowledge and expertise across the range of subjects through coherent planning and lively, inspirational teaching
19.	A strong understanding of phonics and early reading development
20.	Demonstrate expert knowledge through subject leadership, inspiring colleagues and establishing a curriculum that ensures consistency across a year group and progression across the school
21.	Effectively carry out the subject leader role
22.	Know the strengths and areas for development in leading a subject and bring out improvement through action planning
23.	Evaluate own subject leader performance in terms of impact on teaching and learning
24.	Take responsibility for own CPD, keeping abreast of changes/developments across a range of subjects and leading improvement within area of responsibility
25.	Provide professional reports (verbal or written) to parents, indicating progress, attainment and targets for improvement
Plan and teach well-structured lessons	
26.	Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
27.	Consistently teach lessons that are good or outstanding and which include 'non-negotiable' aspects
28.	Through effective planning and provision, demonstrate understanding of different styles of learning and how these are accommodated

Main Duties	
29.	Demonstrate ability to reflect and evaluate teaching and the impact on learning, children's attitudes and behaviour
30.	Be systematic in evaluating learning within and across a sequence of lessons
31.	Actively engage parents in their children's learning
32.	Facilitate children's and parent's views on learning
33.	Evidence a range of opportunities for out-of-hours learning in line with school policy and additional contribution through after school clubs or other activities
34.	Work effectively as part of a team, ensuring consistency across a year group
35.	Take a significant role in collaborative planning
36.	Recognise own accountability for curriculum provision within the class and the quality of learning
Adapt teaching to respond to the strengths and needs of all pupils	
37.	Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
38.	Ensure that teaching is consistently good and outstanding
39.	Demonstrate how teaching has been adapted to accommodate the needs of groups and individuals
40.	Initiate strategies to engage parents in their children's learning, especially hard to reach parents or those whose first language is not English
41.	Effectively support children with additional needs, working closely with the SENDCo and external professionals
Make accurate and productive use of assessment	
42.	Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
43.	Be highly competent in assessment across the curriculum, both formative and summative and in using outcomes to support accurate, challenging target setting and continuous progress and high attainment
44.	Be aware of local and national data when evaluating expectations and performance
45.	Use school data effectively to track progress and set challenging targets
46.	Be highly competent in marking and providing feedback to pupils
47.	Establish strategies to encourage children to respond to feedback
48.	Engage fully in moderation activities, as required and initiate moderation activities with year group colleagues
Manage behaviour effectively to ensure a good and safe learning environment	
49.	Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
50.	Be highly competent in managing and effective learning environment so that all children are actively engaged in learning and poor behaviour never disrupts learning
51.	Recognise responsibility and accountability for maintaining high standards of behaviour beyond the classroom

Main Duties	
52.	Keep parents well informed and work effectively with them to bring about improvement , where necessary
53.	Inspire children's respect and form positive relationships
Fulfil wider professional responsibilities	
54.	Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
55.	Be proactive in supporting the ethos of the school
56.	Be positive and encouraging during times of change
57.	Show full co-operation and support for colleagues managing development or change
58.	Generate respect from colleagues through highly effective professional, working and supportive relationships
59.	Form highly effective relationships with children that generate respect, confidence and high self-esteem
60.	Form highly effective relationships with parents, e.g. through good communication, listening to and acting upon concerns, providing professional support and guidance in respect to all aspects of school life
61.	Write accurate, professional end of year reports
62.	Recognise responsibility and accountability for the effective deployment of support staff
63.	Liaise with the leadership team to ensure that support staff have the skills they need to work effectively
64.	Fully engage in reflection, self-evaluation and appraisal, recognising the need to base conclusions on robust evidence
65.	Take responsibility for own CPD through research and independent learning and actively participate in school based CPD to support school and personal professional improvement
66.	Be willing to run an after-school club or activity

Additional people management and development duties (as appropriate)	
67.	Develop and maintain working relationships with other practitioners
68.	Provide leadership for your team
69.	Allocate and check work in your team
70.	Lead and motivate volunteers
71.	Provide learning opportunities for colleagues
72.	Support learners by mentoring in the workplace

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school.

Version Control	
Job Description prepared by:	Lever Edge Primary Academy
Job Description updated:	24 April 2026
Job Description review:	
Employee Name:	
Employee Signature:	Date:
Headteacher/Line Manager Signature:	Date:



Lever Edge Primary Academy

Lever Edge Lane, Bolton BL3 3HP

PERSON SPECIFICATION

Job Details	
School Name	Lever Edge Primary Academy
Job Title	EYFS Nursery Class Teacher
Grade	Main Pay Scale (Point 1 – 9)

Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

Skills and Knowledge		Method of Assessment
1.	Excellent communication skills	Application Form / Interview
2.	Excellent classroom practitioner	Application Form / Interview
3.	Experience of teaching in an EYFS setting (Nursery or Reception)	Application Form / Interview
4.	A secure understanding of the EYFS Framework and Development Matters	Application Form / Interview
5.	Experience of planning, delivering and assessing high quality learning experiences for children aged 3 -5	Application Form / Interview
6.	Experience of working in partnership with parents and carers	Application Form / Interview
7.	A strong knowledge of child development in Early Years	Application Form / Interview
8.	A warm, caring and child-centred approach	Application Form / Interview
9.	A flexible, resilient and positive attitude	Application Form / Interview
10.	Excellent organisational and time-management skills	Application Form / Interview
11.	High level of behavioural management skills	Application Form / Interview
12.	Understanding of recent Educational Legislation	Application Form / Interview
13.	Ability to set and review targets and make decisions	Application Form / Interview
14.	Ability to develop and review a specific curricular area and assist in its implementation	Application Form / Interview
15.	Enthusiastic committed approach to teaching and learning	Application Form / Interview
16.	Capable and confident with computers as a learning tool and for observations and assessment	Application Form / Interview
17.	Smart appearance, punctual and a good attender	Application Form / Interview

Skills and Knowledge		Method of Assessment
18.	Willingness to work beyond the classroom with children on extra-curricular activities (Desirable)	Application Form / Interview
19.	Competencies Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document.	Interview

Experience, Qualifications and Training		Method of Assessment
1.	Teachers Certificate	Application Form / Interview /Certificate
2.	Evidence of recent or further studies, preferably with qualifications in Early Years Education	Application Form / Interview /Certificate
3.	Paediatric First Aid Qualification (or willingness to undertake)	Application Form / Interview /Certificate

Work Related Circumstances		Method of Assessment
1.	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form / Interview
2.	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form / Interview
3.	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Application Form / Interview
4.	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form / Interview
5.	Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning	Application Form / Interview
6.	Reflective practitioner - Able to improve their own practice through observations, evaluations and discussions with colleagues	Application Form / Interview

Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

Skills and Knowledge		Method of Assessment
1.	To have taught children from a wide socio-economic backgrounds	Application Form / Interview

Version Control

Person Specification prepared by:

Lever Edge Primary Academy

Person Specification updated:

24 April 2026

Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service