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| **Post title** | EYFS/KS1 Class Teacher with management experience |
| **Salary and grade:** | MPS |
| **Line manager/s:** | The headteacher, members of the senior leadership team (SLT) and the governing body |
| **Supervisory responsibility:** | The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities |

# Main purpose

* Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all.
* Be responsible and accountable for achieving the highest possible standards in work and conduct.
* Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
* Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2013).*
* Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

# Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current [*School Teachers Pay and Conditions* *Document*](https://www.education.gov.uk/publications/)*.* Teachers should also have due regard for the Teacher Standards. Teachers’ performance will be assessed against the teacher [standards](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011) as part of the appraisal process as relevant to their role in the school.

Teaching

* Deliver the curriculum as relevant to the age and ability group/subject/s that you teach with reference to the school’s Teaching and Learning Policy.
* Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
* Be accountable for the attainment, progress and outcomes of pupils you teach
* Be aware of pupils’ capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
* Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of Standard English (whatever your specialist subject).
* If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
* Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and levels of attainment.
* Make accurate and productive use of assessment to secure pupils’ progress.
* Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
* Use relevant data to monitor progress, set targets, and plan subsequent lessons
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
* Participate in arrangements for examinations and assessments within the remit of the *School Teachers’ Pay and Conditions* *Document.*

**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 vision and values.
* Make a positive contribution to the wider life and ethos of the school.
* Work with others on curriculum and pupil development to secure coordinated outcomes.
* Provide cover, in the unforeseen circumstance that another teacher is unable to teach.
* Work collaboratively with others to develop effective professional relationships.
* Deploy support staff effectively as appropriate.
* Communicate effectively with parents/carers with regard to pupils’ achievements and well-being using school systems/processes as appropriate.
* Communicate and co-operate with relevant external bodies.
* Make a positive contribution to the wider life and ethos of the school.
* To lead a subject area.

**Health, safety, and discipline**

* Establish a safe, purposeful, and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly and in line with the schools Behaviour Policy.
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to inspire, motivate and challenge pupils.
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
* Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
* Have high expectations of behaviour, promoting self control and independence of all learners.
* Carry out playground and other duties as directed and within the remit of the current *School Teachers’ Pay and Conditions* *Document.*
* Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

**Communication**

* Communicate effectively with pupils, parents and carers, all other stakeholders.

**Working with colleagues and other relevant professionals**

* Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
* Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
* Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
* Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
* Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
* Cover for absent colleagues within the remit of the current *School Teachers’ Pay and Conditions* document.

**Personal and professional conduct**

* Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues.
* Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
* Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.
* Take part in the appraisal and professional development of others, where appropriate.

**Management of staff and resources**

* Direct and supervise support staff assigned to them, and where appropriate, other teachers.
* Contribute to the recruitment and professional development of other teachers and support staff.
* Deploy resources delegated to them.

Safeguarding

* Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
* Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.
* Promote the safeguarding of all pupils in the school.

### Administration

* Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
* Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers’ Pay and Conditions* *Document.*

**Other**

* To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.
* Perform any other reasonable duties as requested by the headteacher.

#### Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

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| **Signature of post holder:** |  | **Date:** |  |
| **Signature of headteacher:** |  | **Date:** | **/** |

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 conduct. 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

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| criteria | qualities |
| **Qualifications  and experience** | * Qualified teacher status * Degree * Successful primary teaching * Experience of delivery of high-quality phonics preferably Little Wandle. |
| **Skills and knowledge** | * Knowledge of the National Curriculum. * Knowledge of effective teaching and learning strategies. * A good understanding of how children learn. * Ability to adapt teaching to meet pupils’ needs. * Ability to build effective working relationships with pupils. * Knowledge of guidance and requirements around safeguarding children. * Knowledge of effective behaviour management strategies. * Good ICT skills, particularly using ICT to support learning. * Knowledge of the skills to develop early reading and early math. * Good understanding of SEN provision. |
| **Personal qualities** | * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school. * High expectations for all children’s attainment and progress. * Ability to work under pressure and prioritise effectively. * Commitment to always maintaining confidentiality. * Commitment to safeguarding and equality. * Ability of working as a collaborative team. |

# Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date:

Next review date:

Headteacher/line manager’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Postholder’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: