



## JOB DESCRIPTION

**POST:** EYFS/KS1 Class Teacher

**GRADE:** MPS /UPS

**Robert Blair School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

All teachers are subject to the conditions of employment set out annually in the school Teacher's Pay and Conditions document. These detail the professional and particular duties of teachers together with requirements for Management time, working time guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

**RESPONSIBLE TO: Leadership Team & Headteacher**

### Purpose of the Job:

To ensure the highest possible standards of education of the pupils for whom the teacher has class/group responsibility – socially, emotionally, physically, intellectually and aesthetically.  
To ensure the development of pupils and colleagues through a particular area of responsibility.  
To assume continuity of policy and curriculum throughout the school and within specific area responsibility promoting equal opportunities for all.

### RESPONSIBILITY

The teacher is responsible to the Leadership Team and Headteacher.

### LIAISON AND CO-OPERATION

The teacher will work in liaison and co-operation with:

- other members of staff:
- members of borough support and advisory services:
- organisations and networks relevant to the teacher's specialism or subject:
- pupils, parents, governors and the local community.

### POLICY AND LEGAL FRAMEWORK

The teacher will work within the framework of:

- national legislation, including Education Acts from 1944 to 1993, the SEN Code of Practice and the School Teacher's Pay and Conditions Act 1991;
- school policies and guidelines on the curriculum and school organisation;
- School and LA policies and guidelines, in particular those relating to curricular aims and principles, and race and gender equality.

## TASKS AND DUTIES

### 1. Planning

To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in the class.

### 2. Setting and supervising work by

Teaching a class, or classes, sets, groups or individual pupils, and to set tasks to be undertaken both at school and elsewhere, having regard for the requirements of the national curriculum.

### 3. Marking and Recording

To mark and assess pupil's work and to record their development, progress and attainment, both at school and elsewhere having regard to the requirements of the national curriculum and to inform future planning and ensure differentiation. To follow the school's policy for recording and assessing pupils work

### 4. Discipline and Relationships

To maintain good order, discipline and respect for others among pupils; to promote understanding of the school's rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning. To follow policy with regard to behaviour and safety.

### 5. Communication with parents

To build and maintain co-operative relationships with parents, and to communicate with them on pupil's learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

### 6. Displays and environment

To maintain an attractive and stimulating learning environment, and to contribute to displays in the school as a whole.

### 7. Overall policy and review

To take part in in whole-school reviews of policy and aims and in the revision of formulation of guidelines.

### 8. Reports

To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils, having regard to the requirements of the national curriculum.

### 9. Review

To evaluate and review own teaching methods, materials and schemes of work, and to make changes as appropriate.

### 10. Professional

To keep-up-to-date with current educational thinking and practice, both by study and by attendance at course, workshops and meetings; and to participate in national or local arrangements for appraisal of staff performance.

**11. Corporate Life**

To take part in the corporate life of the school by, for example, attending assemblies, registering the attendance of pupils, and supervising pupils before and after school sessions.

**12. Cover**

To supervise, and so far as practicable to teach, any pupils whose teacher is absent.

**13. Equality policies**

To help ensure that subject-matter learning resources reflect Borough and school policies on race and gender equality, and that implications of these policies are borne in mind in relation to all tasks and duties listed in 1-12 above.

**14. Own development**

To keep abreast of new thinking and practice, by attending courses and in service sessions, and by reading books, articles newsletters, documents, etc.