

# EYFS/YEAR 1 TEACHER

## JOB DESCRIPTION

### Primary Objective of Role

To teach students within the school to reach their full potential and to carry out such other associated duties as are reasonably assigned by the Primary Leadership Team.

### Accountability and Responsibilities

#### Safeguarding and promoting the welfare of students

- Incorporate the school's vision, mission and core values into normal working practice.
- Be responsible for safeguarding and promoting the welfare of all students that the Class Teacher comes into contact with.
- Follow the reporting procedure contained in the Child Protection Policy with regards to raising concerns about the welfare of any student.
- Act in accordance at all times within the school's policies and procedures, including but not limited to, the Standards of Conduct Policy, Health, Safety, Security and Environment Policy and the Human Resources Policy Manual.
- Ensure that the School Nurse is made aware of any medical problems a student may have.

#### Teaching and Learning

- Incorporate High Performance Learning into teaching practice and structure lessons in a way that allows our learners to reach high levels of educational performance.
- Plan and teach lessons in accordance with the principles of High Performance Learning and Interdisciplinary Learning, with Student Autonomy as the focus.
- Assess, monitor, record and report on the learning needs, progress and achievements of the students within the classes the Class Teacher is assigned to teach.
- Provide opportunities for independent learning.
- Provide opportunities for practical work, investigation and research.
- Make provision for students of differing ability in all subjects and formulate and use IEPs where necessary.
- Create a stimulating class environment which promotes effective teaching and learning and of which students can feel ownership.
- Provide opportunities for the use of digital technology within the curriculum.
- Ensure that all classroom practice is in accordance with school policy and procedure.
- Monitor the progress of students by on-going assessment and observations.



- Use a range of teaching methods and resources to enhance the learning experience for all students.

## Classroom Management

- Maintain a well-managed classroom with a good work ethos and good working relationships.
- Create a culture of achievement where students can risk take in their own learning.
- Unsatisfactory behaviour is handled effectively as per school policy and procedures.

## Management and Deployment of Resources

- Ensure classroom resources are organised and tidy.
- Allocate classroom space and time efficiently.
- Ensure adequate time is given to preparation, marking and displays.
- Deploy Teaching Assistants as necessary to support the children's learning.
- Control and oversee the use and storage of books and other teaching resources provided for class usage.

## Communication

- Meet with the necessary staff members to discuss individual students and their progress.
- Monitor and report to parents on the progress of students within the allocated class.
- Report IEPs to parents, 3 times per year.
- Attend parent's evenings or meetings throughout the year as required.
- Assess pupil achievements and progress in accordance with the agreed arrangements.
- Mark class attendance registers.

## Professional Development

- Maintain up to date subject knowledge and resources.
- Participate in the school's Performance Development Review process.
- To take responsibility for own CPD needs.

## Additional responsibilities

- Any other duties required by the Head of Year/Assistant Head, or Primary Leadership Team, which is in the scope of the post.
- Undertake at least one extra-curricular activity per academic year for a minimum of 20, one hour long sessions (or more if necessary e.g. P.E. and Music).
- Participate in the break duty rota.
- Undertake cover duties for colleagues as assigned by the Assistant Head.
- Attend weekly staff meetings and contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Actively participate in school activities such as assemblies, plays, concerts, workshops, sports days, trips and visits and fundraising ventures.

Teaching staff are expected to work flexibly to enable the effective discharge of their professional duties, including in particular planning and preparation, assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned students.



# Safeguarding

Doha College is committed to safeguarding and promoting the welfare of children and young people. Applicants must be willing to undergo child protection screening, including reference checks with previous employers and a criminal records check. Teaching staff will also be subject to a Barred List and Prohibition from Teaching Check.

## PERSON SPECIFICATION

### Key Requirements

#### Qualifications

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| • Qualified Teacher Status                                       | Essential |
| • Degree and/or relevant qualifications                          | Essential |
| • G.C.S.E. grade C or above (or equivalent) in English and Maths | Essential |
| • Evidence of recent professional development                    | Desirable |

#### Experience

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| • Relevant professional experience teaching the National Curriculum for England   | Essential |
| • An experienced practitioner with the ability to achieve outstanding standards in subject knowledge and application, use and range of teaching methods including ICT resource, classroom management, differentiation and assessment for learning | Desirable |
| • Experience of planning, delivering, monitoring and evaluating lessons and learning as part of a school curriculum   | Essential |
| • Some experience working with pupils with additional learning needs  | Desirable |

#### Skills, Knowledge and Abilities

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| • A comprehensive understanding of the Early Years curriculum   | Essential |
| • A solid understanding of the principles of child development and learning processes and in particular barriers to learning                                    | Essential |
| • Proficiency in the use of ICT and the software programs used in schools and an understanding of how ICT can be used effectively to motivate children to learn | Desirable |
| • Ability to create a fun, challenging and effective learning environment   | Desirable |
| • Effective communication skills  | Essential |
| • Highly organised and calm under pressure  | Desirable |
| • Sensitive, caring and responsive to the needs of young people   | Desirable |

