DOHA COLLEGE

Excellence For All, Excellence From All.



EYFS TEACHER

School: Primary
Location: Doha College Primary
Contract: Rolling fixed-term contract
Working Hours: Full-time, Sunday to Thursday
Closing date: 2 January 2018

To apply for this vacancy, please complete an application form, available at www.dohacollege.com/vacancies. CVs will not be accepted.

If you have any queries about working for Doha College, please contact recruitment@dohacollege.com

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

- Plan and teach lessons and sequences of lessons to the classes the Class Teacher is assigned to teach within the context of the school's plans, curriculum and schemes of work.
- 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.
- Participate in arrangements for preparing pupils for internal and external examinations.
- 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 record keeping.
- 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 wish to do their best and are rewarded for doing so.
- 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.
- Direct the work of the Teaching Assistants to ensure they are deployed effectively to aid teaching and learning at all times.
- Control and oversee the use and storage of books and other teaching resources provided for class usage.

Communication

- Meet with the Phase Leader and colleagues as necessary 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.
- Self-evaluate and review teaching methods, materials and schemes of work.
- Participate in the school's Performance Development Review process and be involved in opportunities for Continued Professional Development, including attending inset.

Additional responsibilities

- Any other duties required by the Head of Year, 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. Music and MFL).
- Participate in the break duty rota.

- Undertake cover duties for colleagues as assigned by the Phase Leader.
- 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.
- Although the working hours for this post are typically 7.00am until 2.00pm, Class Teachers are expected to work such reasonable additional hours as may be necessary 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.

PERSON SPECIFICATION

Key Requirements

Qualifications

- Qualified Teacher Status
- G.C.S.E grade C or above (or equivalent) in English and Maths

Experience

- Relevant professional experience teaching the National Curriculum for England
- 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
- Experience of planning, delivering, monitoring and evaluating lessons and learning as part of a school curriculum
- Some experience working with pupils with additional learning needs
- Evidence of continued professional development

Skills, Knowledge and Abilities

- A good understanding of the Early Years curriculum
- A good understanding of the principles of child development and learning processes and in particular barriers to learning
- 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
- Ability to create a fun, challenging and effective learning environment
- Effective communication skills
- Highly organised and calm under pressure
- Sensitive, caring and responsive to the needs of young people
- Ability to work constructively as part of a team