

Early Years Class Teacher

General description of the post

The holder of this post is expected to carry out the professional duties of a pre-threshold teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. The post-holder is required to fully support the vision, ethos and policies of the school.

Values and behaviour

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Achievement & Standards

To further raise standards and accelerate progress so that children are performing at least in line with national averages

To ensure mathematical, reading and writing skills are reinforced and practised regularly, particularly for those groups that we have identified as needing the most support and for children who are eligible for the pupil premium.

Teaching & Learning

To ensure that the quality of teaching and learning is at least consistently good.

To provide additional training and support for teachers so that they have higher expectations of what more able children can achieve and ensure that challenging work is set for them.

To improve feedback given to children (and parents) so that they have a better understanding of their curriculum levels and what they need to do to reach their targets.

To ensure that the school learning environment is attractive, meaningful and fully supports children's ongoing learning and development.

Behaviour & Safety

To support behaviour for learning so that all children understand their rights and their responsibilities as a learner.

Job Description

Leadership & Management (Not applicable for NQTs)

To provide additional training and support material for parents so that they are better able to support their children's learning at home.

To provide more opportunities for children's opinions to be used to influence what and how they learn.

Ensuring key stage variation of performance is minimised.

Raising the quality of teaching and learning and embedding a learning culture that will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:
 - democracy, the rule of law, individual liberty and mutual respect,
 - and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Job Description

Responsibilities

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

Duties:

- Setting clear and challenging targets that build on prior attainment for each pupil.
- Planning and delivering high quality engaging lessons for children of all abilities
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Giving every child the opportunity to reach their potential.
- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Consistently demonstrating high expectations for every child.
- Using own practice as an example of good teaching.
- Evaluating their own teaching critically to improve effectiveness.
- Ensuring that the Headteacher, and SLT are routinely well informed about teaching plans, priorities and pupil progress toward their agreed targets.
- Managing parents and other adults in the classroom.
- Building team commitment with colleagues through collaborative planning.
- Using the community as a teaching and learning resource.
- Meeting termly with parents to discuss and review progress.
- Liaising effectively with parents and governors.

Person Specification

Education and Experience

- | | |
|---|---|
| 1 | Qualified Teacher Status, and evidence of appropriate subsequent in-service training and professional development |
| 2 | Qualified Teacher Status, and a minimum of 1 year's experience teaching 3-5 year olds |
| 3 | Can demonstrate excellence as a class teacher |
| 4 | Evidence of collaborative working with both teaching and non-teaching colleagues |

Personal Qualities

- | | |
|----|---|
| 5 | Commitment to support the Christian ethos of the school |
| 6 | Ability to be flexible and to work as part of a team |
| 7 | Respect and value the views of our whole school community and have a commitment to the involvement within all school groups to help the continued improvement of the school |
| 8 | Be open, approachable and supportive to all staff, pupils and parents |
| 9 | Highly organised, pro-active and professional at all times |
| 10 | Have high standards and expectations of themselves, their children and their colleagues |

Knowledge, Skills and Abilities

- | | |
|----|---|
| 11 | Awareness of an appropriate curriculum for children 0 - 5 years particularly in terms of play, language and literacy development, personal and social and emotional development, mathematical and technological understanding and creative and physical development |
| 12 | Ability to lead in the development of curriculum policies at the direction of the Head and monitor implementation |
| 13 | Ability to model good EYFS education practice |
| 14 | Ability to work with parents and carers and involve them in their children's learning and the life of the school |

Teaching and Learning

15	Evidence of the ability to raise standards of achievement and to sustain good progress
16	Evidence of a clear understanding of the range of diverse teaching and learning styles needed to help children learn, including those with SEND, pupil premium children and those who are more able
17	Evidence of the ability to be a reflective practitioner; to adapt and be imaginative in order to meet the needs of all children
18	Ability to plan and provide a range and variety of appropriate activities and opportunities to enable children to make progress in learning
19	Ability to plan and provide a range and variety of appropriate activities and opportunities to enable children to make progress in learning
20	An awareness of the importance of carrying out effective observation, assessment and record keeping, and ensuring that adequate records are kept of the individual children's progress, and that information is used as the basis for planning the curriculum
21	Commitment to act on advice and feedback and be open to coaching and mentoring

Equal Opportunities

22	Evidence of a commitment to an equal opportunities policy both in service delivery and employment and an understanding of its effective operation within a school
----	---

Safeguarding

23	Understand the protocols and good practice with regard to safeguarding of Children.
24	Evidence of DBS clearance