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| **JOB DESCRIPTION** |
| **KEY INFORMATION ON THE ROLE** |  |
| **Position Title** | **Class Teacher - EYFS** |
| **Reports To (title)** | **Headmaster** |
| **# Direct Reports** | **TBD** |

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| **SECTION I: JOB PURPOSE** |
| To promote the school’s vision, mission and core values. To deliver the highest standards of teaching, to ensure excellent progress and achievement in learning. To provide outstanding pastoral care for all pupils. To contribute to the co-curricular and wider community of the school. |
| **SECTION II: KEY RESPONSIBILITIES**  |
| **Key Responsibilities:** | **Teaching & Knowledge sharing*** have high expectations of all pupils to attain high academic standards
* plan and teach lessons and sequences of lessons to the classes. 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 pupils within the class the teacher is assigned to teach
* provide individual or group targets to promote learning
* 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 (clear differentiation) and formulate and use IEPs where necessary
* create a stimulating environment which promotes effective teaching and learning and of which students can feel ownership
* 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.

**Assessments and development** * Lead the development of curricular schemes of work.
* Assess children’s progress and provide effective feedback for learning to progress coherently.
* Monitor pupil performance, skills and attitude.
* Form tutor and pastoral care.

**Compliance and Liaising** * incorporate the school’s vision, mission and core values into normal working practice and to be a positive role model to others
* place the safety and welfare of pupils above all other considerations
* treat all members of the school community, including pupils, parents, colleagues and governors with consideration and respect
* adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
* be alert to, and report appropriately, any behaviour that may indicate that a pupil is at risk of harm.
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| **SECTION III: KNOWLEDGE AND SKILLS** |
| Minimum Educational Qualifications Required for the Role | B Ed Degree or BA Degree with further teaching qualification. QTS required. |
| Minimum Years of Experience Required | 2-5 years of teaching experience in the similar role |
| Nature of Relevant Experience Required | Strong Academic background, strong knowledge of differentiated plans to work with Children’s needs. Excellent knowledge of assessment strategies and their effective implementation.An understanding of the developmental needs of our younger students. |
| Language Skills | English (first language) |
| Special Skills and Abilities | Demonstrate excellent classroom practice, Demonstrate effective planning and assessing, Evidence of good oral and written communication skills in a range of contexts and to a variety of audiences, The ability to establish good relationships with all members of the school community, A willingness to learn, and to work collaboratively as a member of a team, To be sensitive to the needs of the children, To support and maintain equal opportunities for all. |
| **SECTION IV: KEY INTERACTIONS**  |
| Key Internal Contacts: | Frequency of Interaction and Purpose and |
| Head Teacher/Principal | Daily, reporting purpose |
| Students | Daily, Teaching, assessment purpose |
| Key External Contacts: | Purpose and Frequency of Interaction: |
| Local Schools | Not applicable.  |
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| **SECTION V: WORKING ENVIRONMENT** |
| Working Conditions | Normal working conditions. |

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| **JOB DESCRIPTION DOCUMENTATION** |
| Documented By: |  | Signature & Date: |  |
| Reviewed HOD: |  | Signature & Date: |  |
| Approved By: |  | Signature & Date: |  |