

Elizabeth Selby Infant School Infant class teacher job description

JOB DESCRIPTION

To provide effective teaching and learning for pupils and undertake the professional duties described in the School Teachers' Pay and Conditions Document as issued by the DfE

KEY ACCOUNTABILITIES

A. Strategic direction and development

To contribute to the discussion of the school's aims and policies and participate in the implementation of policies, plans, targets and practices.

B. Teaching and learning

To secure and sustain effective teaching of the relevant subject for individuals, groups and classes. Develop the quality of teaching, assess the standards of pupils' achievements and set targets for improvement.

C. Managing and working with people

To lead, manage and work collaboratively with pupils and, as appropriate, with other adults and colleagues.

D. Efficient deployment of staff and resources

To develop, monitor and control resources within the teaching area.

KEY TASKS OF THE INFANT CLASS TEACHER'S JOB DESCRIPTION

A. Strategic Direction and Development

To contribute to the discussion of the school's aims and policies and participate in the implementation of policies, plans, targets and practices.

Key Tasks

A1	take responsibility for implementing school policies and practices;
A2	plan and assess pupil's learning using knowledge of school policies, schemes of work, National Curriculum requirements and Early Years Foundation Stage Profile for the relevant curriculum areas.
A3	as Subject Coordinator will provide strategic direction and development of the subject by: <ul style="list-style-type: none"> • policy development and review • preparation of documentation • target setting.

B. Teaching and Learning

To secure and sustain effective teaching of the relevant subjects for individuals, groups and classes. Develop the quality of teaching, assess the standards of pupil's achievements and set targets for improvement.

Key Tasks

B1	use school policy, National Curriculum requirements and the Early Year Foundation stage
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	Profile to set clear targets for improvement of pupils' achievement and monitor pupil's progress towards those targets.
B2	use appropriate teaching and learning strategies to communicate clear learning objectives and expectations including, where appropriate in relation to: literacy, numeracy and other school targets;
B3	plan effectively to ensure that pupils have the opportunity to meet their potential, notwithstanding differences of race and gender, and taking account of the needs of pupils who are: underachieving, very able, not yet fluent in English; making use of relevant information and specialist help where available;
B4	plan effectively, where applicable, to meet the needs of pupils with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation monitoring and review of Individual Education Plans;
B5	take appropriate account of ethnic and cultural diversity to enrich the curriculum and raise achievement
B6	as Subject Leader will ensure the highest quality of teaching and learning by: <ul style="list-style-type: none"> • supporting continuity and progression • offering guidance on teaching methods and resources • developing assessment systems • supporting the quality of teaching

C. Managing and Working with People

To lead, manage and work collaboratively with pupils and, as appropriate, with other adults and colleagues.

Key Tasks

C1	secure a good standard of pupil behaviour in the classroom through establishing appropriate rules and high expectations of discipline which pupils respect, acting to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school;
C2	where applicable, deploy other adults effectively in the classroom, involving them, where appropriate, in the planning and management of pupils' learning
C3	work as a member of a team, planning co-operatively, sharing information, ideas and expertise;
C4	liaise effectively with pupils' parents/carers through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets and encouraging them to support their children's learning, behaviour and progress
C5	take responsibility for own professional development, setting objectives for (j) improvements, and take action to keep up-to-date with research and developments in pedagogy and in the subject(s) taught.
C6	as Subject Leader will manage and work with people including: <ul style="list-style-type: none"> • auditing training needs • leading professional development of staff • liaising with SMT and governors • supporting and advising

D. Efficient deployment of staff and resources

To develop, monitor and control resources within the teaching area.

Key Tasks

D1	organise and maintain a stimulating working environment appropriate for a range of
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	activities;
D2	teach pupils to take responsibility for resources and the environment;
D3	ensure that resources are organised and readily available to promote a purposeful environment for teaching and learning to take place.
D4	as Subject Leader will provide for efficient and effective deployment of staff and resources by: <ul style="list-style-type: none"> • auditing resources • maintaining existing resources • developing accommodation to ensure a stimulating environment for learning • establishing a healthy and safe environment

Personal Specification-Class Teacher

	Essential	Desirable
Educational Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Evidence of continuous INSET and commitment to further professional development
Experience	<ul style="list-style-type: none"> • Experience of class teaching in the EYFS and KS1 	
Knowledge and understanding	<ul style="list-style-type: none"> • A clear understanding of how children learn and how to meet their needs • A thorough knowledge of the KS1 and EYFS curriculum • An understanding of assessment and target setting • An understanding of Assessment for Learning • An understanding of monitoring progress and attainment including the use of data 	<ul style="list-style-type: none"> • Computer literate and a keen interest in developing ICT • Experience of pupil progress/attainment tracking systems
Motivation	<ul style="list-style-type: none"> • Commitment to maintaining the school's safe-guarding policy • A commitment to the school's policy on equal opportunities and inclusion. • Commitment to delivering a high standard of teaching and learning • Commitment to equality principles and practice • Ability to be an excellent team member • A willingness to take a full role in all aspects of school life • Evidence of an ability and willingness to develop own performance • A commitment towards the development of links with parents, governors and other stakeholders. 	<ul style="list-style-type: none"> • Expectation of coordinating an area of the curriculum if not an NQT