

To be an active member of the school teaching team, creating a caring, stimulating environment which provides outstanding quality education and care to enable each child to develop to his/her full potential.



* Carry out the role of teacher and meet all standards in accordance with the most recent publication of DfE Teaching Standards (QTS) or Early Years Teaching Standards (EYTS)
* Offer a stimulating and varied classroom environment in which education and care can be provided to meet the needs of all children
* Support children’s development and learning through planned play activities
* Work in all areas of the classroom and outdoors as timetabled and take responsibility for the learning, supervision and welfare of children
* Work with the SEN team and children as appropriate, to ensure the inclusion of all children
* Be a key person and carry out all the duties associated with class teacher
* Role model a variety of effective teaching strategies and be proactive in extending the practice of others
* Use knowledge and skills to support other members of the team in monitoring and assessing children’s learning
* Take the lead in deploying teaching assistant staff
* Communicate with other professionals in school and beyond
* Work with parents in a variety of ways to help them support their children’s learning
* Ensure that all safeguarding procedures are in place and implemented consistently across all children’s learning activities
* Implement the aims and policies of the school and Trust
* Be prepared to work flexibly when possible to ensure the smooth running of EYFS
* Contribute to the life of Anston Brook as a whole, attending staff meetings and in-service training (5 Inset days) as required
* Participate in the ongoing cycle of support and appraisal for your own professional development



* Attendance at staff meetings and Trust training activities where relevant.
* Participate in performance management
* As this post requires working in Schools a DBS and barred lists check at the enhanced level will be required.



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| **1. Knowledge and Experience** | **Essential/Desirable** | **Shortlisting** |
| 1. Experience of working as a teaching assistant or equivalent including working with children with complex needs | E |  |
| 1. Experience of working in a school | E |  |
| 1. Understanding of how children develop and learn | E |  |
| 1. Practical knowledge of contributing to a range of teaching and learning activities | E |  |
| 1. Experience of working with special educational needs | D |  |
| 1. Knowledge and understanding of relevant legislation eg: child protections and health and safety | E |  |
| 1. Understanding of national/foundation stage curriculum and other learning programmes | D |  |
| 1. Ability to demonstrate sensitivity to the needs of pupils | E |  |
| 1. Using a range of computer applications and ICT including word processing, spreadsheets, databases, presentation software, internet and e-mail | E |  |
| 1. Working in an environment where literacy and numeracy skills have been demonstrated | E |  |
| **2. Qualifications and Training** | **Essential/Desirable** | **Shortlisting** |
| NQF Level 2 qualification in supporting teaching and learning Or  Evidence of the equivalent level of knowledge gained through work experience | E |  |
| **3. Skills and Abilities** | **Essential/Desirable** | **Shortlisting** |
| 1. Communicates effectively on a 1:1 basis about straightforward and detailed issues with a range of people | E |  |
| 1. Deals confidently with different points of view in conversations | E |  |
| 1. Contributes clearly and effectively to discussion with others | E |  |
| 1. Persuades others to own point of view on routine issues | E |  |
| 1. Produces detailed written information to communicate information, ideas and opinions | E |  |
| 1. Uses initiative and organises own daily workload | E |  |
| 1. Responds independently to unexpected problems and situations | E |  |
| 1. Gathers enough relevant information to understand specific problems, issues, and events | E |  |
| 1. Uses factual information to identify problems and draw logical conclusions | E |  |
| 1. Makes own judgement about situations and plans ahead | E |  |

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| **4. Beliefs, attitudes and personal attributes** | **Essential/Desirable** | **Shortlisting** |
| A: A shared commitment to a "no excuses" culture with a work ethic  and drive to match that of the Trust in improving education and life chances of the communities we serve. | E |  |
| B: Committed and passionate about the provision of outstanding primary education. | E |  |
| C: Belief and commitment to equality of opportunity for all | E |  |
| D: Optimism and resilience in the face of challenges | E |  |
| E: Self-aware and able to learn | E |  |

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| **5. Additional Factors** | **Essential/Desirable** | **Shortlisting** |
| A: Ability to travel within a reasonable timeframe | E |  |
| B: No serious health problem which is likely to impact upon job performance (that cannot be accommodated by reasonable adjustments) | E |  |
| C: Good attendance record in current/previous employment (not including absences resulting from disability) | E |  |
| D: A commitment to safeguarding and promoting the welfare of children and young people. | E |  |
| E: A willingness to share information and expertise. | E |  |
| F: A commitment to ongoing staff development and the development of others. | E |  |

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| **Statements relevant to all posts** |
| All duties and responsibilities should be carried out in accordance with agreed policy and procedures, in particular those relating to: Environmental; Health and Safety; Equal Opportunities; Risk Management; Data Protection; IT; Safeguarding and Financial Regulations. |
| Safeguarding is everyone’s business. All employees, governors, contractors and volunteers share a responsibility, both corporately and individually, to ensure that every person is treated with dignity and respect and protected from others who may abuse them. We have a duty of care to safeguard and promote the welfare of children and young people, and must raise any concerns without delay. |
| The job description is an outline only and may vary from time to time without changing the character of the job or level of responsibility. The post holder must be flexible to meet the operational needs of the service. |
| The person specification covers key areas of competence and methods of assessment other than interview may be used (as appropriate to the job) to assess what a candidate can do and how they act in a specific area or situation. These include: ability test; work-related task; occupational personality questionnaire and presentation. Where this is the case, shortlisted candidates will receive details in advance of the selection process. |