



CLASS TEACHER (Early Years)

Reporting to: Senior Leadership Team and Governing Body

Grade: Inner London Pay Scale

From: September 2026

Key Responsibilities

GENERAL

- Continuously meet the standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' evenings, parent consultation meetings, and any other functions or meetings required.
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism.
- Participate in any performance-related appraisal arrangements made by the school.

TEACHING AND LEARNING

- Set high expectations which inspire, motivate and challenge pupils by:
 - Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
 - Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
 - Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.
- Promote good progress and outcomes for pupils by:
 - Being accountable for pupils' attainment, progress and outcomes.
 - Being aware of pupils' capabilities and prior knowledge, and planning teaching to build on these.
 - Guiding pupils to reflect on the progress they have made and their emerging needs.
 - Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching.
 - Encouraging pupils to take a responsible and conscientious attitude to their own work and study.
- Demonstrate good subject and curriculum knowledge by:
 - Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.
 - Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.
 - Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
 - Demonstrating a clear understanding of systematic synthetic phonics for early reading.
 - Demonstrating a clear understanding of appropriate teaching strategies for early maths.
- Plan and teach well-structured lessons by:
 - Imparting knowledge and developing understanding through effective use of lesson time.
 - Promoting a love of learning and children's intellectual curiosity.
 - Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.

- o Reflecting systematically on the effectiveness of lessons and approaches to teaching.
- o Contributing to the design and provision of an engaging curriculum within the relevant subject areas.
- Adapt teaching to respond to the strengths and needs of all pupils by:
 - o Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
 - o Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
 - o Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.
 - o Having a clear understanding of the needs of all pupils, including pupils with SEND, pupils of high ability and pupils with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment by:
 - o Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - o Making use of formative and summative assessment to monitor pupils' progress.
 - o Using relevant data to monitor progress, set targets, and plan subsequent lessons.
 - o Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.
- Manage behaviour effectively to ensure a good and safe learning environment by:
 - o Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy.
 - o Having high expectations of behaviour, and implementing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in accordance with the school's Behaviour Policy.
 - o Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
 - o Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.
- Fulfil wider professional responsibilities by:
 - o Making a positive contribution to the wider life and ethos of the school.
 - o Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - o Deploying support staff effectively.
 - o Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - o Communicating effectively with parents with regard to pupils' achievements and wellbeing.

PERSONAL AND PROFESSIONAL CONDUCT

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - o Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - o Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.
 - o Showing tolerance of and respect for the rights of others.
 - o 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.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality.

- Have an understanding of, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities.

ORGANISATION

- Assist in the development of the subject curriculum, schemes of work, teaching resources, marking policies and teaching strategies alongside other subject teachers and the subject co-ordinator.
- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the pupils being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

SUBJECT COORDINATOR RESPONSIBILITIES (after completion of ECT)

- Lead the planning, development, and implementation of the subject curriculum in line with national standards.
- Support and guide colleagues in effective teaching practices within the subject area.
- Monitor student progress and assessment data to improve learning outcomes.
- Review teaching quality through lesson observations, work scrutiny, and feedback.
- Manage and develop subject resources and recommend appropriate learning materials.
- Promote the subject through enrichment activities, events, and initiatives.
- Report on subject performance and developments to senior leadership.

ADDITIONAL DUTIES

- Assist with the organisation of extracurricular activities.
- Assist with the promotion of their subject in the school, e.g. through creating displays of pupils' work.
- Lead one after-school club each term as part of the school's commitment to providing a broad and enriching extracurricular offer.
- Carry out additional tasks as reasonably expected under the direction of the senior leadership team.

Note

The duties of the job description may be reviewed and subject to amendment annually in consultation with the jobholder. This is to ensure that the role continues to change in line with the needs of the School. The job description is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post-holder's responsibilities and duties.'

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school and nursery organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of post holder _____ **Date** __/__/__

Signature of Line Manager _____ **Date** __/__/__

Person Specification for Class Teacher

This person specification relates to the requirements of the post as determined by the job description. Please write a personal statement detailing how you meet the criteria of the four areas shown below and how your examples demonstrate impact.

QUALIFICATIONS	
Essential	Desirable
A person who has: <ul style="list-style-type: none"> ● Qualified Teacher Status ● Honours degree or equivalent qualification 	<ul style="list-style-type: none"> ● Evidence of Continuing Professional Development

EXPERIENCE	
Essential	Desirable
A person who has successful experience of: <ul style="list-style-type: none"> ● Teaching in the primary age range or, for early career teachers, work or voluntary experience in a comparable environment ● Impacting positively on the educational progress of all groups in their class ● Working with and engaging with pupils, staff and parents' ● Conducting assessments, keeping records and producing reports on pupils ● Teaching systematic synthetic phonics for early reading. ● Implementing teaching strategies for early maths 	<ul style="list-style-type: none"> ● Teaching in more than one key stage/ phase – KS1/ KS2 ● Leading and managing a subject area which has had impact on the wider school

PERSONAL AND PROFESSIONAL SKILLS AND DUTIES	
Essential	Desirable
A person who is able to: <ul style="list-style-type: none"> ● Carry out teaching duties in accordance with school policies, procedures and practices and the Primary Curriculum and/or EYFS Curriculum ● Promote high expectations of pupil achievement and behaviour ● Work independently and as part of a team ● Help support and promote the aims and ethos of the school ● Plan and resource effective interventions to meet curricular objectives. ● Be an excellent communicator, verbally and in writing ● Dedicated to promoting their professional development, and that of others ● Set high expectations of themselves and their professional standards ● Attend and participate in after school events and activities ● Be an inclusive practitioner who values and respects the diverse identities, cultures, experiences and needs of all pupils 	<ul style="list-style-type: none"> ● Facilitate a collaborative approach to learning in their class and in their subject ● Motivate and inspire confidence in pupils, staff, parents, governors and the wider community in order to further develop and promote the school ● Use a creative approach to curriculum design ● Think creatively and imaginatively to solve problems and identify opportunities ● Think creatively and imaginatively to identify opportunities to impact positively on the outcomes for pupils ● Have lots of energy and enthusiasm!

KNOWLEDGE AND UNDERSTANDING

Essential	Desirable
<p>A person with a good knowledge and understanding of:</p> <ul style="list-style-type: none">• The EYFS Curriculum• How to use different teaching methods and adapt to cater for pupils' different needs.• Effective intervention strategies to improve the quality of teaching and learning.• How to develop the whole child through an enriched curriculum• ICT and uses it effectively to enhance teaching and learning• Child Protection and Safeguarding procedures and legislation	<ul style="list-style-type: none">• An understanding of relevant legislation and educational developments.• An understanding of how assessment and attainment information can be used to improve practice.• Skills in effective resource management and deployment.• A good understanding of the Primary Curriculum

REFERENCES

Essential

At least two supportive references, including one from the current employer.