

Job Profile

Post:	Class Teacher (Early Years)
Reports to:	Headteacher
Location:	Newlands Primary Academy, but required to work at any location where business is conducted that is within reasonable distance of the School.

Function of the post:

To provide teaching and learning that would be considered exemplary across all areas of the primary curriculum; ensuring the needs of all pupils are met, enabling pupils to develop and progress in a safe, supportive and encouraging environment.

To provide service delivery within the requirements of the Early Years Foundation Stage Framework, Keeping children safe in education (most current version) and Ofsted Care Standards (Under 3s). You are responsible for planning the overall policy and curriculum, and the Early Years Practitioners are given some responsibility for planning part of the programme and are to play a full part in its Implementation.

Principal Accountabilities:

1. Provide a broad, balanced, relevant and stimulating curriculum, that is engaging and motivational to enable continued progress and improved pupil attainment;
2. Take responsibility to ensure teaching assistants are aligned to the aims and outcomes of your teaching to ensure an effective and collaborative contribution for the benefit of all pupils;
3. Maintain good order, discipline and respect for others among pupils, promoting understanding of the school rules and values, safeguarding, health and safety and to develop relationships with and between pupils that enhances learning;
4. In liaison with the Head teacher, manage class budgets in accordance with school priorities, as identified within the School Improvement Plan – setting and meeting budget plans;
5. Make a positive contribution to the strategic aims, values and ethos of Newlands Primary Academy and the University of Chichester Academy Trust.

Responsibilities of a Class Teacher – responsibilities will be in accordance with the career stage of the Teacher:

Teaching and Learning Support:

- Ensure that the design of the teaching and learning provides opportunities for challenge and develops higher order thinking.
- Ensure teaching excellence and create a positive learning environment that helps all children make progress, providing guidance and encouragement in the choice of appropriate teaching and learning strategies.
- Ensure curriculum coverage, continuity and progression in planning across the curriculum in their phase.
- Ensure all staff are following the appropriate policies, offering guidance and support where needed.
- Evaluate teaching and learning through regular work scrutiny, learning walks and planning sampling as a year group team and a whole academy team.
- Report to SLT as appropriate.
- Ensure that teaching offers equality and contributes to pupils' wider spiritual, moral, social and cultural experiences and development.

Planning and Managing Resources

- Establishing resource needs for the year group, ensuring resources impact the quality of teaching and learning across the curriculum.
- Ensure resources are used appropriately, safely, and that any risks are properly assessed before teaching and learning activities commence.
- Ensure website and digital signage is maintained for their phase and the classes in their phase.
- Maintaining and monitoring phase learning environments.
- Manage and support additional adult resources within the phase.

Communication

- Liaise with parents, carers and the wider community to secure understanding and involvement in the curriculum and personal development.
- Disseminate information to stakeholders through all channels
- Report to governors and staff as required.

Liaison and Networking

- Develop links with external contacts such as other educational, authoritative and professional bodies to foster collaboration and share good practice;
- Contribute to a community where parents and carers are valued and in which they have access to appropriate up-to-date information, to support and improve their child's progress.

Teamwork

- Establish clear and constructive working relationships through teamwork and mutual support. Delegate with clear accountability as appropriate.
- Ensure clear channels of communication from top down and vice versa.
- Support staff to provide enriched teaching and learning by modelling exemplary lessons.
- Support with identifying training for the year group team.
- Support in the event of a supply being deployed in the year.

Pastoral Care

- Provide first port of call for behaviour and pastoral support for the class.
- Create and maintain a positive culture within the year group where staff and pupils feel safe and valued.
- Ensure all safeguarding policies and procedures are strictly adhered to within the year group.

Teachers' Standards (England):

Uphold principles of the Teachers Standards, ensuring all teachers perform at a level that is consistently good or better across the current Teachers' Standards (England).

Framework:

Professional responsibilities and duties should be undertaken in line with the contractual framework for teachers set out in the current School Teachers' Pay and Conditions document, the Academy's Scheme of Delegation and in line with statutory obligations and regulations that apply to academies within a multi-academy trust and or as directed by the University of Chichester Academy Trust.

Other Duties:

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you, including to understand and actively embrace the Trust's distinctive sensibility, the qualities, values and characteristics expected of everyone working at the Trust.

The list of duties in this job profile should not be regarded as exclusive or exhaustive and require a flexible approach to work. Please note that in consultation with you, the Trust reserves the right to update your job profile to reflect changes in, or to, your post. All staff have a role in supporting the Trust's People Strategy.

Inclusivity:

The Trust believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Academy has a number of policies that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Right to Work:

British Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information.

Health and Safety:

You are responsible for ensuring that workplace responsibilities within the Section are carried out with full regard to, and in support of, the School's Health and Safety Policies.

Sustainability and Environment:

The Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of regional and local environmental issues. The Trust will continuously seek to improve its environmental performance and comply, as a minimum, with all relevant environmental legislation, regulations and codes of practice. All staff are required to support the aims of the Trust's Environmental & Sustainable Development Strategy.

Data Protection:

You will be responsible for conducting activities in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code, especially concerning confidentiality, treatment of personal information and records management.

Safer Recruitment:

The University of Chichester Academy Trust and School are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.

Disclosure Service Certification from the Disclosure and Barring Service:

This role does require you to hold an enhanced Disclosure Service certification from the Disclosure and Barring Service (DBS)

The Trust is a registered body with the Disclosure Service, reference number 20537300005. New members of staff will be required to apply for Disclosure Service certification as part of the Trust's staff recruitment process. Further information

about the Disclosing and Barring Service is available from the DBS website at

www.homeoffice.gov.uk/dbs or from the Trust's Human Resources Department.

Person Specification

Essential (E) requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable (D) requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Knowledge and Qualifications	E	D	Evidenced through
Qualified Teacher Status	✓		Application Documentary evidence Interview
Evidence of continual professional development that is relevant and appropriate to the post	✓		
Very good knowledge of pedagogy, and research, initiatives and technologies in learning and child development	✓		
Knowledge of the national curriculum with particular interest and expertise in at least one area	✓		
A good knowledge of emerging technology and the use of IT to enhance learning and engage pupils	✓		
Understanding of assessment for learning and its use to raise standards	✓		
Current knowledge of safeguarding legislation and government guidance relevant to the post	✓		
An understanding of the role of parents and the community in school improvement and how this can be promoted and developed		✓	
Skills	E	D	Evidenced through
Demonstrable evidence of the skills required to be an excellent classroom practitioner, making learning exciting, relevant and cross curricular	✓		Application Interview Process References
Ability to challenge and differentiate teaching and learning for pupils of all abilities and needs	✓		
A skilful communicator with strong, interpersonal and presentation skills, both verbal and written	✓		
Ability to create a vibrant, collaborative, happy and challenging learning environment	✓		
Ability to plan and implement a cohesive, creative and innovative curriculum	✓		
Ability to make effective use of IT in teaching, learning and assessment	✓		
Ability to analyse data for the effective monitoring and assessment of pupil performance and target setting		✓	
Creative and innovative approach to using the latest technologies within the curriculum for enhanced pupil learning		✓	
Experience	E	D	Evidenced through
Experience of successfully raising attainment and increasing pupil progress	✓		Application Interview Process References
Experience of systematically assessing, monitoring and evaluating pupil attainment, and adjusting provision, in order to accelerate progress	✓		
Experience of collaborating and building effective relationships with parents, carers, colleagues and the wider community	✓		
Successful experience of teaching children with SEND and other vulnerable groups learning and standards, and act as critical friend for the benefit of the school	✓		

Experience of participating in extra-curricular activities and local visits to enrich learning experiences.		✓	
Personal Attributes	E	D	Evidenced through
Enthusiastic, positive and approachable, with the presence to inspire confidence and trust, combined with a love of teaching and seeing children progress and develop	✓		Interview Process References
Strong working ethos with a high level of commitment to the school, its improvement, its ethos and its values; welcomes accountability to a wide range of groups	✓		
As an effective member of a team you will be adaptable and sensitive to challenging situations, forming positive relationships with pupils, parents, carers, colleagues and the wider community, and adopting a reflective approach, with the ability to be self-critical when receiving feedback	✓		
Committed to the academic, spiritual, moral, social, emotional and cultural development of pupils, recognising and valuing the richness and diversity of pupils and the school community	✓		
Commitment to excellence in learning and teaching and a willingness to share expertise, knowledge and skills, supporting and encouraging others whilst recognising the importance of work-life balance.	✓		
Promote and support positive and high standards of behaviour	✓		

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