

**DESIGNATION OF POST:            Class Teacher**

**RESPONSIBLE TO:                Headteacher**

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document.

**PURPOSE OF THE JOB**

1. To have a clear understanding of the Early Years Foundation Stage Framework and a commitment to the highest standards of teaching and learning
2. To ensure that all children have access to a broad and balanced curriculum based on first hand experiences and play as well as adult initiated activity with proper regard to progression and continuity
3. To plan for the needs of each child, including those with special educational needs and English as an additional language in collaboration with the rest of the staff team and outside agencies.
4. To enable young children to make good progress in their learning by building upon the skills they have when they join the nursery school.
5. To form positive relationships with all children and to motivate all children to succeed; to offer a model of co-operative working and respect for others
6. To assist all pupils to develop emotional security, self-belief, and mature social skills
7. To assist all children to develop a love of learning and an excitement about coming to school each day.

All Class Teachers are accountable through the performance management process for the progress that the pupils they teach make during an academic year.

**RESPONSIBILITIES: Planning learning**

1. Plan rich and stimulating learning activities in relation to the curriculum, that achieves good progression in pupils' understanding by:
  - identifying clear learning objectives and learning content, appropriate to the children's interests and the pupils being taught
  - setting exciting and intriguing tasks for whole class learning, small group learning and self-initiated, exploratory learning.
  - setting clear targets for pupils' learning that build on prior attainment
  - identifying and planning for pupils who:
    - have special educational needs

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- are more able
  - are not yet fluent in English
2. Ensure that learning is appropriately differentiated so that the learning is well pitched, and all pupils are challenged at their current level of understanding. Establish and maintain a purposeful learning atmosphere.
  3. Create a high quality, rich, stimulating and enabling learning environment that will capture pupils' attention and lead to independent exploration of the curriculum.
  4. Make effective use of assessment information on pupils' attainment and progress when teaching and in planning future learning opportunities.

### **Teaching and classroom management**

1. Ensure effective teaching of the whole class, groups and individuals within the whole class setting, so that learning objectives are met and pupils' learning time is used efficiently.
2. To lead and manage the adults in the classroom, to ensure that all the children in the class are supported and can make progress.
3. To be responsible for all children within the class, overseeing effective implementation of the key worker system.
4. Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused, engaging teaching and through positive and productive relationships.
5. Establish a safe, clean, and secure learning environment which promotes pupils' confidence.
6. Use teaching methods which capture pupils' interest and maintain their engagement through:
  - offering rich, captivating learning activities
  - setting the highest expectations for all pupils
  - clearly establishing a purpose for learning, placing it within a context
  - effective questioning that includes open and closed questions, together with the use of probing, supplementary questions
  - providing frequent opportunities for pupils to learn through talk and interaction
  - stimulating intellectual curiosity and communicating enthusiasm for learning matching the teaching approaches used to the subject matter and the age of the pupils being taught
  - modelling good language use to children supporting their oracy skills
  - modelling good social skills to children supporting their understanding of respect for themselves and each other
  - provide clear instruction, effective modelling and accurate explanation
  - listening carefully to pupils, analysing their responses and responding constructively in order to take their learning forward

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- selecting and making good use of ICT and other learning resources which enable learning objectives to be met
  - providing opportunities to develop pupils' wider understanding by relating their learning to 'real life' experiences
7. Be familiar with the SEN and Inclusion Policy and Code of Practice on the identification and assessment of special educational needs and plan effectively for those children in partnership with the school SENCo and outside agencies.
  8. Evaluate your own teaching critically and use this to improve your effectiveness.

### **Monitoring, assessment, recording, reporting and accountability**

1. Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.
2. Maintain good organisation and accurate assessments in pupils online learning journeys so that they offer a clear record of pupils' progress.
3. Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents.
4. Understand the expected demands of pupils in relation to Birth to Five and Early Learning Goals.

### **Management and administration**

1. Jointly manage a team of Early Years professionals within their class working to build positive relationships and lead them as appropriate to ensure a successfully run classroom.
2. Participate and occasionally lead staff meetings, planning meetings etc
3. Participate in administrative and organisational tasks related to the responsibilities described above.
4. Contribute to the induction of new teachers and Early Years staff.
5. Support students on placement including those on an apprenticeship.
6. Participate, as required, in tasks relating to the curriculum, organisation and pastoral functions of the school.
7. Participate in any arrangements made by the school for performance management and continuing professional development.
8. Foster close relationships with parents/carers and the wider community. Assist them to support their child's learning at home. Present a positive image of the school to all other stakeholders.