



Hungerford Nursery School  
Building the foundations for life

## Class Teacher Job Description

Employment details	
<b>Job title</b>	Class Teacher in Nursery School
<b>Reports to</b>	Headteacher
<b>Hours of work</b>	Full time
<b>Salary</b>	££32,916 - £45,352
<b>Job Purpose</b>	
<p>This job description outlines the requirements and specification for the role of teacher.</p> <ul style="list-style-type: none"><li>• Teachers should make the education of their pupils their first concern.</li><li>• Teachers are accountable for achieving the highest possible standards in the work and conduct of both themselves and their pupils.</li><li>• Teachers should act with honesty and integrity, ensuring they forge positive professional relationships and work with parents in the best interests of their pupils.</li><li>• Teachers should also possess strong subject knowledge and keep this up to date.</li><li>• Teachers should carry out professional duties and have responsibility for day-to-day work and management of an agreed group/class of children and the safety and welfare of the children.</li><li>• Teachers promote the aims and objectives of the School and maintain its philosophy of education.</li></ul>	

### General duties

- Continuously meet at least the minimum 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.
- Support the Headteacher and Teaching Team wherever possible, e.g. through attendance at meetings.
- 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

- 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.
  - Reflecting systematically on the effectiveness of lessons and approaches to teaching.
  - 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:
  - Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
  - Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
  - 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.
  - 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:
  - Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
  - Making use of formative and summative assessment to monitor pupils' progress.
  - Using relevant data to monitor progress, set targets, and plan subsequent lessons.
  - 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:
  - 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 Positive Relationships Policy.
  - Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
  - Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
  - Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.
  
- Fulfil wider professional responsibilities by:
  - Making a positive contribution to the wider life and ethos of the school.
  - Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
  - Deploying support staff effectively.
  - Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
  - 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:
  - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
  - Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.
  - Showing tolerance of and respect for the rights of others.
  - 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.
  - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
  
- 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 teachers and the headteacher.
- 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.

**Additional duties**

- Assist with the organisation of extracurricular activities.
- Carry out additional tasks as reasonable expected under the direction of the headteacher.

<b>Teacher Person Specification</b>		<b>Essential/ Desirable</b>
<b>Qualifications</b>		
Qualified Teacher Status		E
A degree 2:2 or above		E
Specialism in EYFS or have taught in the Early Years/Nursery		E
Evidence of personal commitment to continued professional development		E
<b>Experience</b>		
Recent and successful teaching in a school in the UK or completion of initial teacher training		E
Able to articulate and demonstrate outstanding teaching and learning		E
Able to demonstrate experience in assessing children's achievements and tailoring future learning to ensure groups and individuals make outstanding progress		E
Able to demonstrate a knowledge and experience of inclusion strategies to support children with Special Educational Needs		E
Experience in involving parents /carers in the education of their children		E
Experience of successfully leading others, in however small capacity		D
<b>Skills and special knowledge</b>		
Able to demonstrate a thorough knowledge of the Early Years Foundation Stage requirements and the National Curriculum		E
Able to articulate a good understanding of how children learn to read, write and acquire number skills in the Early Years		E
Able to articulate and demonstrate the role of the learning environment in the Early Years		E
Able to demonstrate an ability to engage children in learning in a variety of ways		E
Ability to maintain excellent standards of behaviour using positive strategies		E
Knowledge of EAL and SEND		D
Able to evaluate, reflect on own teaching with regards to pupils' learning and progress		E
Able to demonstrate an awareness and understanding of current educational initiatives		D
Able to work flexibility as a member of a team		E
Up to date ICT knowledge and skills		E
Ability to analyze data to inform and support required improvements		E
<b>Philosophy</b>		
Able to demonstrate an ability to lead learning from children's interests and value children's original ideas		E
Knowledge of how young children learn through play		E
Able to demonstrate a commitment to ensuring all children achieve their full potential		E
Commitment to the highest standards of teaching and learning		E
Able to demonstrate a willingness to be involved in extra activities		E
Passionate about education, learning & able to demonstrate the drive & determination to improve own practice		E
<b>Personal qualities</b>		
Able to be self-critical, reflective and receive positive criticism		E
Able to maintain the highest standards of professionalism		E
Able to develop effective, caring relationships with children, parents and staff		E
Able to respond creatively and positively to new challenges and change		E
Able to effectively and efficiently manage personal time		E
Able to be prepared to ask for advice or help when necessary		E
Able to demonstrate a willingness to be involved in the social aspects of the school		D
Able to work as part of a team		E
Demonstrate resilience		E
<b>Training</b>		
Able to demonstrate evidence of recent relevant training, and ability to reflect on the impact that this has had on teaching and learning in the classroom		E
Able to demonstrate recent, relevant training in Literacy or Maths in Early Years		D

