

OUR LADY QUEEN OF HEAVEN CATHOLIC PRIMARY SCHOOL

JOURNEYING TOGETHER WITH CHRIST

'The value and importance of belief in and practice of the Catholic faith is reflected in our attitudes, relationships and charitable responses. Every person within our school community matters and has the opportunity to achieve their full potential and exceed their expectations. We aim to deliver a broad and rich curriculum, appropriate and accessible to all pupils.'

Extract from Mission Statement

Job Description: EYFS Class Teacher ECT / MPS

The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the School Standards and Framework Acts, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually. This job description is applicable to all teaching posts within the school.

Areas of Responsibility and Key Tasks

a) Planning, Teaching and Class Management, To:

- develop a classroom environment and teaching practice which secures effective learning across the breadth of the National Curriculum including Foundation Stage
- identify clear learning objectives, specify how these will be taught and assessed
- set tasks which challenge pupils, and ensure high levels of interest and enjoyment, matching approach appropriately to content / learning needs
- identify the needs of all pupils, including those with SEN / very able pupils, setting appropriate and demanding expectations for all, endeavouring to give every child the opportunity to reach their full potential
- provide clear structures for lessons, maintaining pace, motivation and challenge;
- make effective use of assessment, set clear targets, building on prior attainment and ensure coverage of programmes of study;
- ensure effective teaching and best use of available time;
- expect and ensure high standards of achievement and behaviour
- encourage pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively
- encourage pupils to develop mutual respect, self-control and positive collaboration with their peers and with all adults working with them in school
- use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate teaching critically to improve effectiveness;
- provide a professional model, clearly demonstrating effective teaching, classroom organisation and display
- create a well-ordered, accessible and calm environment which is stimulating, welcoming and purposeful. organise the learning environment to engage, excite and extend learning; to enable children to be independent and take ownership of their learning; to celebrate achievement, diversity, culture and the distinctive Catholic nature of the school

Additional Standards for Foundation Stage (Nursery, Reception, Transition)

- take account of pupils' needs by providing structured play based learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;

b) Monitoring, Assessment, Recording, Reporting - To:

- assess how well learning objectives have been achieved through marking and monitoring of work, questioning and discussion with pupils, and use this assessment to plan next steps;
- set targets for progress and ensure learners understand what they are doing well and how to improve
- assess and record pupils' progress systematically and keep records to check work is understood and completed; to monitor strengths and weaknesses; to inform planning and to recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents, senior staff and other professionals as required.
- through reports, termly letters, parent / teacher consultations and informal meetings ensure parents are well informed about the curriculum, attainment and progress of their child and the contribution they can make to support their child's progress

c) Other Professional Requirements - To:

- maintain and develop the Catholic character of the school
- provide a model of the Christian behaviour we teach and expect, actively involving pupils in exploring, expressing and demonstrating their faith
- ensure pupils experience high quality pastoral care and equal opportunities, are well supported in personal, social, spiritual, moral and cultural development
- operate at all times within the stated policies and practices of the school;
- ensure the safeguarding of all children and vulnerable adults, following agreed procedures as set out in school and local policies.
- plan for, direct, organise and manage the work of support staff and other adults, ensuring support is used matched to the needs of the class.
- establish effective and constructive working relationships with all staff and learners and set a good example through presentation, interactions, personal and professional conduct;
- contribute to the corporate life of the school through effective participation in meetings and management systems
- take responsibility for further professional development and duties in relation to school policies and practices;
- have a working knowledge of teachers' professional duties and legal liabilities;
- provide, mark and monitor homework according to the agreed policy
- liaise effectively with parents, governors and other professionals.
- lead and manage a subject area at the direction of the Headteacher (see subject leader role)
- take on any additional responsibilities, which might from time to time be determined under the reasonable direction of the Headteacher or member of the Senior Management Team.