



Fradley Park Primary and Nursery School

Job Title: EYFS class teacher

Responsible to: Head Teacher and the Governing Body

OVERALL RESPONSIBILITY

- To maintain and build upon the standards achieved in the award for QTS (Primary) as set out by the Secretary of State.
- To use Planning, Preparation and Assessment (PPA) time effectively for these purposes. At least 10% of timetabled time will be designated as PPA time.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching and Learning:

1. Teach a broad based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
2. Be responsible for a designated classroom/teaching area and associated resources.
3. Direct the use of any support staff or class helpers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
4. Use the allocated PPA time to plan effective lessons which have clear teaching aims, objectives, and lesson content and appropriately structured subject matter that matches the needs of the pupils. Lesson time and resources should be used effectively.
5. Have high expectations of the pupils' behaviour, academic and social abilities, and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
6. Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident.
7. Employ homework to consolidate and extend learning.
8. Provide a challenging, yet supportive learning environment which stimulates maintains and develops lively enquiring minds.
9. Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
10. Plan and provide structured learning opportunities, which engage pupils' interest and which take account their needs - particularly their developing physical, intellectual, emotional and social abilities.
11. Employ clear presentation and good use of resources.
12. Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
13. Implement and keep records on Individual Education Plans (IEP's).
14. Consider the needs of all pupils within lessons (and to implement specialist advice) especially those who:
 - have SEN;
 - are able;
 - are not yet fluent in English;
 - are identified as disadvantaged.
15. Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
16. Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning.
17. Value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
18. Develop in pupils a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so as pupils become responsible members of society.

19. Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also to develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
20. Develop in pupils an appreciation of human achievements, failures and aspirations.
21. Develop in pupils positive attitudes towards, and concern for, the environment.

Monitoring, Assessment, Recording, Reporting

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents.
3. Write/collate high quality and informative annual reports to parents/carers.
4. Discuss pupils' progress and welfare with parents/carers - both formally, e.g. at parent's evenings and also informally at other times.
5. Contribute towards the implementation of IEPs as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes.
6. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development, giving pupils both oral and written feedback.
7. Prepare pupils for National Curriculum Assessments.
8. Carry out or support senior colleagues in the administering of National Curriculum Tests.

Curricular Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study and specifications for all relevant areas of the Curriculum.
2. Have a good knowledge of any other statutory requirements related to the pupils' education or welfare.
3. Keep up to date with research and developments in pedagogy and curriculum content.
4. Support the ongoing developments in English and Maths.
5. Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold - thereby deepening the pupils' knowledge and understanding.

Professional Standards and Development

1. Attend and participate in open evenings and pupils' performances.
2. Understand their professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies, e.g. anti-bullying, homework, etc.
3. Be aware of the role and functions of the Governing body.
4. Set a good example, not only to the pupils they teach, but also to all other pupils in the School, in their appearance and their personal conduct.
5. Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
6. Establish effective working relationships with other professional colleagues, not only those within the School, but also those from outside agencies concerned with pupils' education and welfare, e.g. educational psychologists.
7. Assist in the development of the School Curriculum in line with the School's Improvement plan.
8. Assist in the maintenance of good discipline in and around the School.
9. Attend meetings within the constraints of directed time and contribute to the development of programmes of study, and any other relevant aspects of the life of the School.
10. Actively support the school in recruitment and marketing events and materials.

Health and Safety

1. Undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development - Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.
4. Contribute to the professional development of colleagues.
5. Attend relevant safe-guarding updates.

SECTION 2 – SPECIFIC PASTORAL DUTIES

Support, Guidance, Monitoring and Reporting

1. Consider the pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'.
2. Monitor the social progress of pupils, including the progress in PSHE lessons.
3. Use a counselling approach to help pupils explore thoughts, feeling and solutions to problems.
4. Support the pupils throughout the Target Setting process as applied to both academic and behavioural progress.

Rewards and Sanctions

1. Inform, reinforce and implement the 'Code of behaviour' and/or 'School Rules' and the school's 'Behaviour Policy'. Class teachers have a central role in clarifying to pupils the consequences of stepping over the boundaries set by the rules and regulations of the School.
2. Collate records of all rewards and incidents of inappropriate behaviour relating to pupils in their class.
3. Check daily that correct uniform/standard of dress is worn and to take action when necessary.
4. Have a detailed knowledge of the pupils in the class and play a central role in the negotiations involved in forming a 'behaviour contract'.

Liaising with Others

1. Consider carefully who is the most appropriate person to help in a specific situation and determining who should make contact, when and how, etc.
2. Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies.
3. Inform appropriate pastoral managers about social or behavioural issues related to pupils.
4. Contact parents, if appropriate, after proper consultation with Team Co-ordinators or the Head Teacher.
5. Be able to liaise with agencies responsible for pupils' welfare providing the appropriate accurate information.
6. Keep up-to-date with Child Protection Procedures and notify the 'named person' of any concerns about a child.

Representing Pupils

1. Take action on behalf of pupils when appropriate.
2. Speak for or act 'on behalf of' a pupil, e.g. at a disciplinary meeting.
3. Act as a 'referee' by writing a reference for the pupil to other individuals/institutions, e.g. new school or drama school.

Teaching

1. Plan and deliver quality PSHE lessons in accordance with the PSHE programme. This process should enable pupils to gain confidence, social and personal skills, understanding of self, and pertinent knowledge.
2. Contribute to the development of the PSHE scheme of work through scheduled Pastoral/Team meetings.

General Tasks

1. Set a prompt and structured start to the morning and afternoon sessions.
2. Ensure that the classroom is left tidy at the end of each lesson and to report damage promptly.
3. Participate in and deliver class assemblies, where required.
4. Attend the relevant assemblies as requested by the Head Teacher - unless withdrawing on the grounds of conscience or religion. Some assembly times may be used to free certain staff to develop the Curriculum or for CPD.
5. Participate in the formulation and execution of Pastoral policies.
6. Organise class participation in School events.

Administration: (Registration, Absences, Lateness)

1. Mark the register fully and accurately. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy on Attendance.
2. Contribute to the monitoring of the pupils' attendance/absence and lateness records. The Office Staff, Team Leader and Head Teacher will also contribute to this process.
3. Follow the procedures for First Day of Absence as set out in the School Handbook.
4. Support the Office Staff in contacting parent/carers either by letter or telephone in cases of unexplained absence on the third day.
5. Distribute information at registration, such as newsletters, etc.
6. Collate reports and check for accuracy, spelling and grammar. Pass the reports on to the Head Teacher for his/her comments, and to finally distribute them to the class.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It 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 professional responsibilities and duties, including the provision of high quality teaching and learning and the pastoral care of the children in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Head Teacher or the incumbent of the post.