



**Emscote Infant School
EYFS/KS1 Class Teacher**

Job Description: Class Teacher

Salary in accordance with the Teacher's Pay and Conditions Regulations and the Emscote All Saint's Federation Pay Policy.

Responsible to: Head of School and Executive Head Teacher

Purpose: To carry out professional duties and to have responsibilities for an assigned class

To be responsible for the day to day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities

To promote the aims and objectives of the school and maintain its philosophy of education

The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document.

Detail

As a teacher you are expected to:

1. Set high expectations which inspire, motivate and challenge pupils
 - a. Establish a safe and stimulating environment for pupils, rooted in mutual respect
 - b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils
 - a. Be accountable for pupils' attainment, progress and outcomes
 - b. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - c. Guide pupils to reflect on the progress they have made and their emerging needs
 - d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - e. Encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
 - a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - d. When teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - e. When teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. Plan and teach well-structured lessons
 - a. Impart knowledge and develop understanding through effective use of lesson time
 - b. Promote a love of learning and children's intellectual curiosity
 - c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - d. Reflect systematically on the effectiveness of lessons and approaches to teaching
 - e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils
 - a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - b. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
 - d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. Make accurate and productive use of assessment
 - a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - b. Make use of formative and summative assessment to secure pupils' progress
 - c. Use relevant data to monitor progress, set targets, and plan subsequent lessons
 - d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
7. Manage behaviour effectively to ensure a good and safe learning environment
 - a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - c. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
8. Fulfil wider professional responsibilities
 - a. Make a positive contribution to the wider life and ethos of the school.
 - b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - c. Deploy support staff effectively.
 - d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - e. Communicate effectively with parents with regard to pupils' achievements and well-being.
9. Personal and professional conduct
 - a. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
 - b. Teachers uphold public trust in the profession and maintain high standards of
 - c. ethics and behaviour, within and outside school, by:
 - d. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - e. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
 - f. Showing tolerance of and respect for the rights of others.
 - g. 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.

- h. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- i. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- j. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Specific

- a) To ensure that the register is marked punctually and kept up to date as required by the law. All absence should be accounted for by notes from parents or guardians and any problems reported to the Head of the School or admin team.
- b) To deal with other returns and requests for information about children in the class as required.
- c) To contribute and assist as required to keep up to date pupil records for each pupil in the class.
- d) To contribute to references, reports to outside agencies and the like, in consultation with colleagues.
- e) To implement the school policy on personal appearance, uniform and behaviour of the pupils.
- f) To help pupils with individual guidance as necessary. To attend assembly with the class unless a dispensation has been granted.

To undertake any other duties the Head of School and/or Executive Head Teacher deems appropriate to the role.
(Referring to the current Schoolteachers Pay and Conditions document)

**EYFS/KS1 Class Teacher
Person Specification**

| | Essential Qualities | Desirable Qualities |
|----------------|--|--|
| Qualifications | Qualified Teacher Status | Evidence of in service training and development A commitment to furthering their own skills |
| Safeguarding | DBS clearance and a commitment to follow safeguarding procedures. Know the legal requirements, national policy and guidance on the safeguarding of children. | |
| Experience | Experience working with Primary aged children. Evidence of good and outstanding teaching. Have a good understanding of diversity and SEND needs at Primary age | Experience of teaching EYFS and KS1 Experience in assessing at EYFS and KS1 Experience teaching high needs pupils |
| Ethos | A positive 'can do' attitude. An enthusiasm for teaching and children. Uphold our school Values. A positive pre-emptive approach to behaviour management. | Open and honest dialogue to develop whole school approach. |
| Curriculum | A creative approach to teaching. The ability to make learning fun and memorable. Excellence in teaching English and Maths An understanding of child development throughout the Primary Years. An understanding of the value and importance of assessment and monitoring within the classroom. The ability to plan and work collaboratively. An understanding of effective marking, feedback and pupil response to support pupils' progress. Enthusiasm to create an exciting classroom environment. | A clear understanding of EYFS and KS1 practice and approach. Embraces using outdoor and practical learning experiences. A forward thinking attitude to the on-going development of play based learning within the curriculum |
| Relationships | Warm and caring approach to children. Warm and caring approach to colleagues and parents. Excellent communication with all stakeholders. Be able to follow school policies. A positive 'can do' attitude. A good sense of humour. | Bring something new our staff team. Bring a new activity to our children. |

The selection process will allow the school to judge candidates on these qualities through their:

- application form
- interview
- lesson observation
- supplementary task
- documentary evidence (e.g. certificates)