

## **JOB DESCRIPTION – Little Stoke Primary School**

**Post** EYFS Class teacher – Maternity Cover

**Responsible to** Headteacher

**Responsible for Learning**



### **Duties**

The duties outlined in this job description are in addition to those covered by the latest School Teacher's Pay and Conditions Document. You may be asked to carry out other duties directed by the Headteacher. The job description may be modified, to reflect or anticipate changes in the job, commensurate with the salary and job title.

### **Teaching and Learning**

- Have a secure knowledge of how to teach the subjects of the National Curriculum and/or the EYFS curriculum.
- Maintain an up to date knowledge and understanding of the professional duties of teachers and contribute to the development, implementation and evaluation of the policies and practice of our school, including those to ensure equality of opportunity.

### **Assessment**

- Know a range of approaches to assessment, including the importance of formative assessment.
- Know the assessment requirements and arrangements for subjects taught.
- Know how to use pupil, school and national statistical information to evaluate the effectiveness of teaching in order to monitor the progress and raise levels of attainment for all children.
- Make effective use of assessment to inform the next steps in learning when planning.
- Set targets for raising achievement for all learners in the class.
- Attend consultation meetings and ensure parents/carers have the opportunity to discuss accurate and constructive information on their child's progress and areas for development.
- Complete a statutory end of academic year achievement report.

### **Motivate, Encourage and Engage Learners**

- Promote independent learning and pupil choice where appropriate.
- Provide learners with quality first hand learning experiences where possible to enable them to experience leadership, teamwork and responsibility and learning for a purpose.

### **Challenge and Expectation**

- Have high expectations of the children, ensure that tasks are suitably challenging and interesting and guide learning accordingly.
- Extend learners intellectually, creatively and physically.

### **Organisation of the Learning Environment**

- Establish a purposeful and safe learning environment which complies with current Health and Safety requirements and ensures the safeguarding and well-being of children so that learners feel secure and sufficiently confident to make an active contribution to learning and the school.
- Create an attractive, stimulating and comfortable class learning environment for children of all abilities, personalised to meet individual needs.

### **Behaviour Management**

- Manage learners' behaviour constructively in line with the school's behaviour policy.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote self control and independence of learners.
- Promote learners' self control, independence and co-operation through developing their social, emotional and behavioural skills.

### **Learning Support**

- Manage and work in partnership with learning support assistants and adult support staff as part of the school team and within the class.
- Where relevant, involve learning support staff in planning and assessment.
- Work in partnership to ensure tasks are appropriately differentiated and that programmes for children with special needs are supported alongside the class work.

### **Home Learning**

- Ensure that homework compliments, consolidates and extends the learning.
- Provide clear guidance for parents/carers.

### **Equality of opportunity**

- Make effective personalised provision for children, including those with English as an additional language or who have special educational needs or disabilities, and know how to take practical account of diversity and promote equality and inclusion in teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children or those with special needs and disabilities, and to refer to sources of information, advice and support from external agencies.
- Know the current legal requirements, national policies and guidance on safeguarding and keeping children safe in education.
- Know how to identify potential child abuse or neglect by attending regular child protection training and follow the school's safeguarding procedures.

### **Professional learning**

- Through Performance Management, identify targets for development and be prepared to adapt practice where improvements are identified and agreed and be open to coaching and mentoring.

### **Subject leadership**

- To lead a curriculum area as directed by the Headteacher, to ensure the development of effective practice and pedagogy, accurate assessment and secure subject knowledge.

## **SAFEGUARDING CHILDREN**

Display a commitment to the protection and safeguarding of children and young people in line with the 'Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings'.

Report to the Headteacher ANY behaviour by colleagues or children which raises concern.

## PERSON SPECIFICATION

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree and Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of and commitment to continuous further professional development</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience across the primary phase</li> <li>• Successful management of an area of the curriculum</li> <li>• Experience of managing other adults to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with a wide range of children's workforce professionals</li> <li>• Experience of teaching in a range of Key Stages</li> <li>• Experience of running forest school sessions</li> </ul>
<b>Professional Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Knowledge of the National Curriculum and/or EYFS curriculum</li> <li>• A thorough knowledge and understanding of effective monitoring and assessment</li> <li>• Knowledge and understanding of how young children learn best</li> <li>• An understanding of the role of parents/carers in improving attainment</li> <li>• A thorough knowledge and understanding of inclusion issues eg SEN, EAL, G &amp; T etc</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of end of key stage assessment procedures</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to interpret and analyse attainment data to identify learning needs and set targets</li> <li>• Ability to recognise high quality teaching and to model this for others</li> <li>• Ability to keep pupils safe, including child protection and forming and maintaining appropriate relationships</li> <li>• Ability to create and maintain a safe, happy, stimulating and well-organised classroom</li> <li>• Ability to plan and deliver lessons to meet the needs of all learners across all areas of their development</li> <li>• Ability to maintain high standards of behaviour and excellent discipline using positive strategies</li> <li>• Ability to lead other adults as well as work collaboratively as part of a team</li> <li>• Ability to communicate effectively both orally and in writing</li> <li>• Ability to think creatively and imaginatively to anticipate and solve problems and identify opportunities</li> <li>• Ability to inspire the confidence of others</li> <li>• Ability to develop and maintain good relationships with staff, parents, pupils, governors and the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent ICT skills</li> <li>• A desire to organise and or run after school clubs</li> </ul>