

DAVIDSON PRIMARY ACADEMY

Job Description & Person Specification

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Title:	EYFS/KS1 Class Teacher
Line Management:	Principal

Key Functional Relationships

- Principal and Strategic Leadership and Management Team
- All teaching and support staff
- Pupils & parents
- External bodies

Main Purpose of Job and Principal Accountabilities

The Class Teacher will work in partnership with the Leadership Team to secure the Academy's success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement for all. The main responsibilities for this post are:

- To work with the SLT to accelerate progress for all pupils particularly in EYFS/KS1
- To support, develop and coach teaching and learning across EYFS/KS1, so that the school has a consistently good or better teaching
- To lead and co-ordinate assessment across EYFS/KS1, maximizing pupil and parental engagement
- To support day to day leadership in school
- To teach all areas of the primary curriculum
- Coordinate activities and resources within a specific area of the curriculum and supporting colleagues in the delivery of this specialist area
- To undertake any such duties as directed by the academy Principal

The Class Teacher will also have key accountabilities for:

Knowledge and Understanding

- What constitutes high quality in EYFS/KS1 educational provision, the characteristics of effective strategies for raising standards and outcomes across EYFS/KS1 pupils
- How to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership

Strategic Leadership

- Maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for children in EYFS/KS1
- Be able to present a coherent and accurate account of the children's performance and other

Early Years self-evaluation evidence in a form appropriate to a range of audiences, including governors, the local community, Ofsted and others

- Lead by example, provide inspiration and motivation to your teams. Embodify for the pupils, staff, governors and parents the vision, purpose and leadership of learning in EYFS/KS1
- Ensure that all teaching staff and non-teaching staff are committed to the school's aims, and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of all EYFS/KS1 children

Planning and Setting Expectations

- Assist the SLT in leading and managing the creation and implementation of EYFS/KS1 strategic plan, with particular emphasis on improving the quality of teaching, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, and securing school improvement
- Have high expectations of all pupils and staff
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities
- Work with other lead professionals to ensure the use of comparative data, together with information technology about pupils' prior attainment, to establish benchmarks and set targets for improvement
- Use this information to form annual action plans to inform address areas for improvements

As a Class Teacher the main responsibilities for this post are:

(1) Liaison and Co-operation

The teacher will work in liaison, contact and co-operation with:

- other members of staff
- members of Local Authority, academy partners and advisory services
- organisations and networks relevant to the teacher's specialism or subject
- parents, directors and the local community

(i) Planning

To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in one's class.

(ii) Setting and supervising work by pupils

To teach a class, or classes, sets, groups or individual pupils, and to set tasks to be undertaken both at the Academy and elsewhere.

(iii) Marking and recording

To mark and assess pupils' work and to record their development, progress and attainment, both at the Academy and elsewhere.

(iv) Discipline and relationships

To maintain good order, discipline and respect for others among pupils; to promote understanding of the school's rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning.

(v) Communication with parents

To build and maintain co-operative relationships with parents, and to communicate with them on

pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

(vi) The Classroom

To maintain an attractive and stimulating classroom environment, and to contribute to displays in the Academy as a whole.

(vii) Overall policy and review

To take part in whole-school reviews of policy and aims, and in the revision formulation of guidelines.

(viii) Reports

To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils. Feedback to parents on pupil progress at parents' evenings and other (often less formal) meetings;

(ix) Review

To evaluate and review one's own teaching methods, materials and schemes of work, and to make changes as appropriate.

(x) Professional development

To keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings, and take part in appraisals and reviews of one's work arranged by the Academy Principal.

(xi) Corporate life

To take part in the corporate life of the academy by, for example, attending assemblies, registering the attendance of pupils, and supervising pupils before and after school sessions. To take part in Academy events and activities that can be run at weekends or evenings.

(xii) Equality policies

To help ensure that subject-matter and learning resources reflect the Academy, local and national policies on race and gender equality, and that the implications of these policies are borne in mind in relation to all the tasks and duties listed in (i) - (xii) above.

Generic Responsibilities:

- Develop constructive relationships and communicate with other agencies/professionals.
- To assist with the organisation of annual, termly and day to day routines and special occasions as appropriate
- To support, promote and encourage Trust activities
- Contribute to the overall ethos/work/aims of the Trust
- Participate in training and other learning activities and performance development as required and be able to recognise strengths and share areas of expertise and skills with others and advise as appropriate
- Undertake any other duties commensurate with the level of the post, as directed by the Academy Principal or Trust
- The willingness and ability to be deployed in any Academy within the Trust as the need arises
- To uphold personal standards in public
- To be aware of and adhere to and promote policies and procedures and ensure you are responsible for ensuring that you and other staff adhere to updates and amendments
- To uphold your professional requirements related to training by taking initiative and making appropriate requests for specific and relevant training to ensure and sustain appropriate levels of expertise and commensurate competencies

Notes:

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The above responsibilities are subject to:

- This Job description can be amended at any time after consultation between the post holder and the Principal
- It is likely that the responsibilities above could change as the strategic leadership and management team develops

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

May 2021

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Class Teacher - Person Specification

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Person Specification

Key Areas	Essential Attributes	Desirable Attributes
Education/Training & Qualifications	QTS (Qualified Teacher Status) A higher degree or further professional qualifications Qualified to teach and work in the UK Evidence of recent, relevant professional development Enhanced DBS Check	Evidence of further Professional Development and Training including SEN or relevant to role.
Professional Knowledge, Understanding and Skills	Proven ability as an excellent class teacher EYFS/KS1 experience in the last 2 years Ability to work effectively in a team	
Specific Knowledge, Understanding and Skills	Proven track record of good and/or better teaching Experience of raising attainment of all pupils in a challenging classroom environment Using a positive approach to promote excellent learning behaviour Confident and competent user of ICT Excellent understanding of the principles of inclusive teaching and experience of teaching children with special education needs Evaluate the impact of teaching and the progress of all learners and modify planning and classroom practice where necessary To have a good understanding of Assessment for Learning Know and understand what is required to safeguard children	
Curriculum	Up to date knowledge in the primary curriculum understanding of strategies needed to establish consistently high aspirations and standards of results and behaviour. Able to create a stimulating environment which promotes learning and celebrate children's successes Understanding of the principles underlying cross-curricular teaching and learning Participate in School Improvement initiatives	
Professional Values	Experienced curriculum leader with proven record of curriculum innovation	

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	<p>Effective team member</p> <p>Has good communication, planning and organisational skills</p> <p>Demonstrates resilience, motivation and commitment to driving up standards of achievement</p> <p>Acts as a role model to staff and pupils</p> <p>High expectations for accountability and consistency</p> <p>Vision aligned with the Trust's high aspirations, high expectations of self and others.</p> <p>Willingness to use a variety of teaching strategies to engage all learners</p> <p>Commitment to the personal welfare and safeguarding of children</p> <p>Commitment to regular and on-going professional development and training to establish outstanding classroom practice</p> <p>Maintain appropriate levels of confidentiality with regards to academy business</p>	
Personal	<p>Passionate about Teaching and Learning</p> <p>Displays warmth, care and sensitivity in dealing with children</p> <p>Open minded, self evaluative and adaptable to changing circumstances and new ideas</p> <p>Able to enthuse and reflect upon experience</p> <p>Willingness to be involved in the wider life of the nursery</p> <p>Sense of humour</p> <p>Ability to work flexibly</p> <p>Ability to prioritise</p> <p>Good interpersonal/communication skills</p> <p>Willingness to learn and the will to strive to become even better</p> <p>Positive, growth mindset</p> <p>To uphold standards in public</p>	
Safeguarding and promoting welfare of children	<p>Safeguarding issues and current legislation</p> <p>Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>	
Equality Issues	<p>Demonstrable knowledge and understanding of equality issues and legislation</p> <p>Able to integrate quality policies into service delivery and employment practices</p>	
Other Requirements	<p>Ability to work under pressure and be resilient in the face of challenge.</p> <p>Ability to prioritise</p>	<p>Experience of working as part of a Trust or similar structure of associated schools</p>

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CET DPA EYFS/KS1 Class Teacher JD & PS MAY 2021