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| **Job Title:** | Class Teacher |
| **Line Management:** | Responsible to the Headteacher |
| 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. | |
| **Purpose:** | |
| 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 enable young children to learn and progress by building on prior learning.  To enable all children to make positive, safe and secure relationships with the teaching team in nursery.  To help develop children’s love of learning, confidence, independence and excitement to come to school each day. | |
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| **Main Duties and Responsibilities:** | |
| **Whole School**   * To support the Headteacher in promoting the ethos and values of the school. * To promote the welfare of children and to support the school in safeguarding children though relevant policies and procedures. * To promote equality as an integral part of the role and to treat everyone with fairness and dignity. * Make an active contribution to whole school events.   **Teaching & Learning**   * Plan for and resource continuous provision that will encourage independent exploration and adult focused activities to support learning through the Early Years Foundation Stage. Plan opportunities to develop the social, emotional and cultural aspects of children’s learning. * Encourage children to think and talk about their learning, develop self-control, resilience, independence, and their ability to work collaboratively, concentrate, persevere and listen attentively. * Plan rich and stimulating learning activities that promote good outcomes and enable all children to develop and gain new skills and knowledge. * To demonstrate good curriculum and subject knowledge. * Identify children who have specific / special education needs, are high attainers or not yet fluent in English and ensure the curriculum is accessible to them.   **Class Management:**   * To create and manage a caring, happy, supportive, purposeful and stimulating environment which is conducive to children's learning and ensures the highest standards of organisation, safeguarding and health and safety. * To ensure effective use of the supporting staff team within the classroom, including volunteers or students. * To ensure that school policies are reflected in daily practice. * Be able to reflect upon and evaluate our own teaching practise to improve outcomes for all children.   **Monitoring, Assessment, recording, reporting and accountability:**   * Regularly assess how well learning objectives have been achieved and use this to take children on in their learning. * Maintain good organisation and accurate assessments so they offer a clear record of every child’s progress and development. * Be familiar with assessment and reporting requirements and be able to present information, including informal updates, Tapestry comments and whole school agreed reports, to parents. * Understand the expectations for children in the Framework for the Early Years Foundation Stage.   **Parents and Community**   * Establish positive and secure relationships with parents and carers, in order to communicate effectively and consult in all aspects of their children's education; academic, social and emotional. * To liaise with outside agencies when appropriate e.g. Speech and Language Therapists and Educational Psychologists. * To meet with parents and appropriate agencies to contribute positively to the education of the children concerned. * To attend Parents’ Evenings as appropriate to discuss the children’s progress and to meet parents, as necessary, to ensure all are working together to contribute positively to the education the children. | |
| **Continuing Professional Development** | |
| 1. To take part in the school’s staff development programme by participating in arrangements for further training and professional development**.** 2. To continue professional development, through self-directed reading/courses and in service training and take responsibility for improving teaching through professional development responding to advice and feedback from colleagues. 3. To continue personal development in the relevant areas including subject knowledge and teaching methods. 4. To engage actively in the Performance Management Review process. 5. To work as a member of a designated team and to contribute positively to effective working relations within the school. 6. To be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements. | |
| **Safeguarding**   * Respecting confidential issues linked to home/students/teachers/college work and to keep confidence as appropriate. * To keep up to date with the School procedures for safeguarding and child protection, reporting any concerns to senior designated person. | |
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| **Health and Safety:** | |
| * Ensure that risk assessments are carried out in line with the academy’s Health and Safety policy. * Ensure that departmental members are aware of Health and Safety issues including the need to report to the caretaker all health and safety problems, accidents, and “near misses”. | |
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| Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.  Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this role profile.  Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.  The academy 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.  This role profile is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job, which are commensurate with the salary and job title. | |

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| **Person Specification**  This section describes the qualifications, experience, skills and knowledge which are essential to do the job to a fully competent level | | |
| **Key Areas** | **Essential Attributes** | **Desirable Attributes** |
| Qualifications | * Graduate with Qualified Teacher Status | * A degree or equivalent qualification * Recent in-service professional development |
| Knowledge and Experience | * A thorough up to date knowledge of a range of teaching, learning and strategies to help children understand and manage their feelings and emotions. * A thorough understanding of the statutory curriculum and assessment requirements. * Evidence of consistently good teaching and good outcomes for children in EYFS. * Experience of inclusive classroom practice and provision. * Knowledge and understanding of equal opportunities, multicultural education and inclusion. * Knowledge of computer software relevant to the curriculum. * Knowledge and understanding of the potential of computer technology to enhance the curriculum. * Know the legal requirements, national policy and guidance on safeguarding of children. | * Ability to bring subject knowledge or curriculum experience to our school to develop and inspire the children in our school. |
| Skills and Abilities | * Ability to prepare and plan effectively. * Understand all behaviour is a form of communication and take the time to support children to develop skills to identify emotions and develop their own strategies to manage these. * Good organisational skills. * Ability to prioritise and manage time. * High expectations for all children. * Shows a personal commitment to safeguarding and promoting the welfare and rights of young People * Appreciates the significance of safeguarding and interprets this for all individual children, whatever their circumstances | * Ability to discuss an initiative that has had a positive impact on your class / whole school (depending on experience). * Evidence of engaging the wider community. |
| Personal qualities | * High levels of drive and energy. * High levels of interpersonal skills. * Ability to set and achieve realistic goals for pupils. * Ability to support, motivate and inspire others. * Sense of humour, good listener, positive outlook. * Ability to impose calm. * Ability to work as part of a team. |  |
| Other | The ability to converse at ease with students, staff and parents and provide advice and information in accurate spoken English is essential for the post. | |