

## Job Description and Person Specification



This school is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. Safeguarding is our top priority. We encourage all applicants to review our Safeguarding and Child Protection Policy, which outlines our commitment to the safety and wellbeing of students.

The successful candidate will be subject to all necessary pre-employment checks, including: enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work.

An online search will also be carried out as part of due diligence on all short-listed candidate

All applicants will be required to provide two suitable references

This post is covered by Part 7 of the Immigration Act (2016). Therefore, the ability to speak fluent and spoken English is an essential requirement for this role.

<b>Post Title</b>	Class Teacher – EYFS/Key Stage 1
<b>Salary</b>	MPS /UPS
<b>Responsible to</b>	Headteacher
<b>DBS Check</b>	Enhanced Check
<b>Contract type</b>	This is a for a fixed term one-year maternity cover
<b>Hours per week</b>	

### Role Purpose

Each class teacher is responsible for carrying out the duties of a teacher as set out in the current copy of The School Teachers' Pay and Conditions Document. Teachers are expected to have a commitment to the agreed whole school vision and values as published in the school prospectus. They must positively promote and contribute to the team ethos of the school.

At Acocks Green Primary School teachers are required to:

#### Have Knowledge and Understanding of:

- The relevant aspects of the National Curriculum and all other statutory requirements.
- The national strategies and subjects taught at both EYFS and Primary level.

- The importance of progression and continuity in subject areas across the year group and throughout the school.

### **Planning and Setting Expectations:**

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment
- Support pupils who have Special Educational Needs and know where to get help in order to give positive and targeted support.
- Provide an engaging and stimulating curriculum accessible to all children
- Create an enriching classroom environment

### **Teaching and Managing Pupil Learning:**

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behavior, establishing and maintaining a good standard of discipline through well focused teaching and positive, productive relationships.

### **Assessment and Evaluation:**

- Assess impact of own teaching and use this information for future teaching.
- Track pupils progress and identify those in need of additional/alternative input.
- Analyse relevant data and use to develop learning matched against expected progress.
- Direct and work closely with teaching assistants to ensure that needs of every child are met.

### **Relations with Parents and the Wider Community:**

- Build positive, professional relationships with colleagues, parents and outside agencies.
- Know how to communicate with parents and prepare and present informative reports.
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work related examples.
- Understand the need to liaise with agencies responsible for pupils' welfare .

**Managing Own Performance and Development:**

- Understand the need to take responsibility for own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Understand their professional responsibilities in relation to school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness
- To take responsibility for co-coordinating a designated subject or area as negotiated with Headteacher e.g. enhanced provision, policy, schemes of work and budget where appropriate.
- To fully participate in the work of the Leadership Team working towards the School Improvement Plan targets.

**Managing and Developing Staff and Other Adults:**

- Establish effective working relationships with professional colleagues including all support staff.

**Managing Resources:**

- Maintain a tidy and organized learning environment.
- Undertake any other tasks as may be reasonably requested by the Headteacher from time to time.

## Person Specification

	Essential Criteria	Desirable Criteria	Measured By
<b>Education &amp; Qualifications</b>	<p>Qualified Teacher Status</p> <p>Enhanced DBS checked</p>	<p>Further relevant qualifications</p>	<p>Application Form</p>
<b>Knowledge and Experience</b>	<p>Experience of quality teaching in KS1/EYFS</p>	<p>Evidence of subject management</p>	<p>Application Form</p> <p>Interview</p>
<b>Professional Skills</b>	<p>Excellent teaching with a proven record of raising pupil outcomes</p> <p>Ability to build positive relationships and communicate clearly with all members of the school community.</p> <p>Establish and develop good professional relationships with colleagues.</p> <p>Commitment to, and understand equal opportunities.</p> <p>Understanding of statutory National Curriculum requirements (Early Years profile and development matters for EYFS applications).</p> <p>Understanding of monitoring, assessment recording and reporting of pupil progress</p> <p>Understanding of Statutory assessment process.</p> <p>Experience of planning and assessment of children with SEND.</p>	<p>Experience of acting as coach/mentor.</p> <p>Willingness to learn to drive a school minibus.</p> <p>Desire to take on additional responsibility and further their career.</p>	<p>Application Form</p> <p>Interview</p>

<b>Personal Qualities</b>	Be self-motivating and set personal goals	To have undertaken and applied personal learning gained from relevant professional development activities	Application Form  Interview
	Energy and enthusiasm		
	Reliability and integrity		
	A passionate commitment to inclusion		

<b>Compiled/Reviewed by</b>	Sarah Ward/Sarah Carpenter
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