



LORTON PRIMARY SCHOOL

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JOB PROFILE: CLASSTEACHER & EARLY YEARS LEADER

Post Title: Class Teacher & Early Years leader (0.8 FTE)

Responsible To: Executive Headteacher & Head of School

Grade: Main Pay Scale (temporary - maternity leave cover)

Main Purpose:

- To carry out professional duties and to have responsibility for assigned pupils (Reception and KS1).
- To be responsible for the day-to-day work and management of the assigned pupils and the safety and welfare of the pupils during on-site and off-site activities.
- To share in the corporate responsibility for the care, well-being, safeguarding and discipline of all our pupils and as part of the school team contribute to the ongoing development of the school.
- To follow and have due regard for the requirements of the Early Years Foundation Stage Statutory Framework, the National Curriculum, the school's mission statement aims, objectives, schemes of work and policies of the Local Governing Body and Good Shepherd Trust.

Section A: Core Job Description:

This section of the job description is based on the most up to date issue of the School Teachers' Pay & Conditions Document and the duties laid out therein.

Professional Duties:

Teaching:

In each case having due regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils, focusing primarily on Reception and KS1:

- Create and manage a caring, supportive, purposeful and stimulating, organised learning environment which is conducive to children's learning;
- Plan and prepare lessons in order to deliver the Early Years & Key Stage 1 Curriculum, ensuring breadth and balance in all subjects (including overseeing the planning and preparation for the work of other adults working in the class);
- Teach, according to their educational needs, the pupils assigned to him/her, including the setting and marking of pupils' work in school and elsewhere, based on clearly identified teaching objectives and learning outcomes with appropriate challenge and support;
- Ensure effective use of support staff within the class including Teaching Assistant(s), ITT or work experience students and volunteer helpers;
- Assess, record and report on the development, progress and attainment of pupils (including keeping records on Scholar Pack/Tapestry, completion of statutory and non-statutory assessments including Reception Baseline Assessment, Foundation Stage profile, Phonics Screening Check and teacher assessment);
- Set high expectations for behaviour and learning behaviour

Continued overleaf...

Lorton School is part of The Good Shepherd Multi Academy Trust
Company Number 9341374



Other activities:

- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her, including safeguarding children through relevant policies and procedures.
- Keep records of and report on the personal and social needs of pupils and ensure there are opportunities for developing the social, moral, emotional and cultural aspects of pupils' learning and promoting British values and the school's ethos;
- Communicate and consult with the parents over all aspects of their children's education – academic, social and emotional.
- Liaise with outside agencies when appropriate e.g. Educational Psychologist, speech therapist to support the needs of the children and to contribute positively to the education of the children concerned.
- Be part of the school's safeguarding team (see further info in section D).
- Promote equality as an integral part of the role and to treat everyone with fairness and dignity.

Discipline, health and safety:

- Maintain good order and discipline among pupils and safeguarding their health and safety both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere or after school;
- Recognising health and safety is a responsibility of every employee, take reasonable care of self and others and comply with the School's Health and Safety policy and any school-specific procedures / rules that apply to this role.

Review, induction, further training and development:

- Participating in arrangements for his/her further training and professional development as a teacher including undertaking training and professional development which aim to meet any identified needs (e.g. through Appraisal);
- Participating in staff meetings and professional development meetings which relate to the curriculum for the school, or the administration or organisation of the school, including pastoral arrangements;

Administration:

- Participating in appropriate administrative and organisational tasks related to duties as a teacher;
- Attending assemblies, registering the attendance of pupils and supervising pupils as necessary.

Section B:

This section deals with job requirements related specifically to Lorton School

In addition to the core job description, the class teacher will:

- Contribute to and maintain the positive ethos and core values of our school, both inside and outside the classroom, as laid out in our Mission Statement and aims
- Take part in and lead assemblies on a rota basis
- Take part with their assigned pupils in school special services, e.g. Harvest, Christmas
- Supervise children during playtimes, ensuring their safety, on a rota basis.
- Support, and attend where possible, school fundraising events and celebrations
- Liaise with the next class teacher at the end of the year to pass on information regarding children's achievement, attainment, emotional needs and social development
- Oversee the smooth transition of pupils particularly when coming into the school and when moving from Year 2 to 3
- Contribute where possible to the extra-curricular provision for pupils
- Make good use of the local and school environment and community to enhance provision where appropriate.
- Support the leadership team in promoting the ethos and further development and promotion of the school.

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Section C:

This section deals with job requirements relating specifically to the role of this teacher.

In addition to the above requirements, the teacher will:

- Lead whole school development for identified areas of the school action plan and/or particular curriculum areas (to include Early Years and Early Reading and Phonics, though an interest in leading another foundation subject, that you consider to be a strength, would also be useful); to include responsibility for reviewing and re-writing policies as required, monitoring and evaluating provision and performance, keeping up to date with changes and developments, feeding back to staff at staff meetings and advising and supporting colleagues, the leadership team and members of the Local Governing Body as required. *This part of the job description can be discussed at the interview and will be finalised to be commensurate with the successful applicant's experience and pay.*
- Lead the Early Years/Key Stage 1 team (including line management of support staff in EYFS and development of provision, acting as mentor, when necessary, for Early Years apprentice and/or ITT students, providing support and coaching as necessary, including in teaching early reading and phonics)

Section D: Role of the deputy safeguarding lead

- To be trained to the same standard as the designated safeguarding lead
- To work closely with the DSL

(see Annex 4 of Keeping Children Safe in Education – as attached – for full details of DSL role)

Person Specification *POST TITLE: Class Teacher & Early Years Leader*

	ESSENTIAL	DESIRABLE
Qualifications	Qualified Teacher status. Clear enhanced DBS clearance (this will be arranged for the successful candidate if not already in place). Paediatric First Aid qualification (or willing to complete this as soon as possible if appointed) Level 1 safeguarding.	Evidence of commitment to further professional development. Level 2 and 3 safeguarding
Relevant Experience	The Class Teacher should have experience of: teaching and assessment of EYFS & Key Stage 1 pupils; working in partnership with parents; improving attainment and ensuring pupils make good progress; subject leadership and leading some aspects of whole school developments. working with children with SEND	In addition, the Class Teacher might have experience of: teaching across the full primary age range; Twinkl phonics; Accelerated Reader; leading a foundation subject; wider school leadership responsibilities.
Knowledge	The Class Teacher should have knowledge and understanding of: The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation & learning strategies); Early Years & Key Stage 1 Curriculum, including the monitoring, assessment, recording and reporting of pupils' progress; systematic phonics and early reading; the transition into school and from EYFS to Y1, Y2 to 3; the statutory requirements of	Current education initiatives, such as the mastery approach in maths, Early Excellence, Education Endowment Fund, cognitive science approaches and recent research into working with children with SEND.

	legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection; the positive links necessary within school and with all its stakeholders; effective teaching and learning styles.	
Skills	Ability to relate effectively to children & adults. Work constructively as part of a team, understanding school roles & responsibilities and your own position within these, including being able to support other staff within and beyond the class team. Ability to identify own training & development needs & cooperate with means to address these. Ability to lead a small team. Effective ICT and communication skills.	To have led subjects across school and be willing to adapt to change
Personal qualities	Committed, hardworking and enthusiastic Able to integrate into staff team Flexible, highly motivated and committed to life-long learning Kind and caring	A good sense of humour!
Additional requirements	Occasional attendance at events outside normal hours (e.g. parents evening, Carol Service)	Experience of working with Local Governing Body Willing to become Deputy Safeguarding Lead (with appropriate training and support)