**Red Class Teacher Job Description**

**Teaching and Learning:**

1. Teaching the full age and subject range of the EYFS and primary national curriculum
2. Ensuring learning is planned and delivered to the mixed year class so that pupils receive their legal entitlement.
3. Abiding by and upholding the teacher standards
4. Being accountable for the progress and attainment of a class of pupils, towards the Early Learning Goals and Key Stage 1 programmes of study.
5. Planning, preparing and presenting inclusive lessons that challenge all learners and groups of learners and enable them to make progress.
6. Organising the classroom and learning resources and creating displays to encourage a safe and stimulating learning environment.

**Assessment & Tracking**

1. Giving verbal and written feedback work to facilitate pupil progress.
2. Assessing, recording and tracking pupil progress including engaging in internal and external moderation and statutory assessments and inputting assessment data termly.
3. Engaging with monitoring and performance management including pupil progress meetings.

**Behaviour and Safety**

1. Promoting and maintaining high standards of behaviour.
2. Taking an active and informed role in the safeguarding of children and child protection.
3. Providing feedback to parents and carers on a pupil's progress at parents' evenings and other meetings.

**Leadership and Professional Development**

1. Leading a specific area of the curriculum and monitoring its effectivenessand impact.
2. Being a point of contact for Early Years information and administration.
3. Collaborating with other members of staff in planning, assessment and organisation.
4. Day-to day management of teaching assistants in the class.
5. Keeping up to date with changes and developments in teaching, learning, safeguarding and curriculum.

**Making a Wider Contribution**

1. Organising and taking part in school events, outings and activities, which may potentially take place at weekends or in the evening.
2. Liaising with and supporting colleagues.
3. Working flexibly.
4. Working with parents and school governors to maximise involvement in the school and the development of resources for the school
5. Meeting with other professionals such as social workers or educational psychologists, where required.