



Wroxall Primary School

Reception/KS1 Class Teacher Job Description

Employment details

Job title:	Reception/Year 1 Class Teacher
Reports to (job title):	Headteacher
Hours of work:	Full Time
Level and scale point:	MPS

Main duties/responsibilities

General
Fully support the vision, ethos and policies of the school.
Act with honesty and integrity.
Have strong subject knowledge, particularly with regard to the EYFS and KS1 curriculums, regularly ensuring this knowledge is up-to-date.
Help to ensure the school, the people and resources within it are working to provide an efficient, effective and safe learning environment.
Make sure achievements and contributions to the school are substantial and sustained.
Promote collaboration and work effectively as a team member.
Make a distinctive contribution to raising standards across the school
Contribute to implementing school policies and processes, where appropriate.
Promote collective responsibility for policy implementation.
Work with parents in the best interest of the pupils.
Be aware of and carry out the duties/expectations outlined in the DfE's statutory School Teachers' Pay and Conditions Document 2016 guidance in your role as class teacher.
Take on additional responsibilities, as required by the Headteacher.
Ensure that health and safety procedures are followed.
Monitor and if necessary seek to address teaching standards for support staff within the classroom.
Conduct administration and supervisory duties around classroom management.

Teaching and development

Act as a role model for pupils and staff through high-quality teaching and learning, regularly demonstrating expertise.

Have a good understanding of the requirements of both the EYFS and KS1 curriculum, using this to plan meaningful learning in order to provide support and challenge for children.

Maintain high standards of teaching and learning at all times.

Be flexible, creative and adept at implementing teaching methods within lessons that are effective and consistently well-matched to learning objectives and the needs of all pupils.

Integrate recent developments, including those relating to EYFS, subject and curriculum knowledge, into lessons.

Use PPA time effectively for the enhancement of teaching and learning.

Be consistent in demonstrating teaching skills that lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners nationally.

Have knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, particularly relevant to EYFS and KS1.

Demonstrate an understanding of how to personalise learning, in order to provide opportunities for pupils and maximise their learning potential using child initiated, adult initiated and adult led activities.

Have a good knowledge of the assessment arrangements and requirements for the EYFS and KS1 curriculums.

Have an up-to-date knowledge and understanding of the range of assessments and specifications, and their suitability for meeting the needs of pupils.

Have sufficient depth of knowledge and training to be vigilant with Safeguarding and welfare concerns and the need for robust practise.

Demonstrate an ability to effectively engage with and appropriately cater for pupils who are identified as having SEND and those who are in receipt of PPG funding.

Demonstrate an ability to effectively engage with pupils who have English as an additional language (EAL).

Evaluate effectively following learning experiences, using this knowledge to plan next steps.

Use learning support assistants effectively, to meet the needs of pupils and to support curriculum delivery.

Person specification

	Essential	Desirable	Evidence d through A/I/O/R
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status (QTS). • A degree qualification. • Willingness to undertake CPD. 	<ul style="list-style-type: none"> • First-aid certificate • Evidence of further professional development. 	A
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Up to date teaching in EYFS with experience of other key stages. • Working with all children, including more able and those with SEND. • Experience of using assessment for learning. • Demonstrable professional regard for the ethos, policies and practices of the school in which they teach, having maintained high standards. • Up to date knowledge of the EYFS and NC, Relationships, Sex and Health Education guidance and RE Living Difference III. • Up to date knowledge of safeguarding legislation. 	<ul style="list-style-type: none"> • Experience of working in more than one school. • Indications that pupils under their supervision have been achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally 	A/I/

<p>Skills</p>	<p>The successful candidate will have the ability to:</p> <ul style="list-style-type: none"> • Create a stimulating, challenging and purposeful learning environment to support teaching and learning effectively within EYFS. • Effectively respond to challenges, e.g. supporting and managing challenging behaviour or individual learning needs • Uphold high standards, both of themselves and of the children – always looking to further progress and development. • Participate in and contribute towards strategies to support staff development. • Manage conflicting demands by prioritising according to need and timescale/ deadlines. • Display positive interpersonal skills as a team member and maintain positive working relationships across the whole school. • Understanding of how pupils' learning is affected by their personal, emotional and social development and the different stages of child development. • Show a sound understanding of the EYFS and Primary Curriculums. • Lead on one or more foundation subjects across the school 	<ul style="list-style-type: none"> • Able to attend and contribute towards the organisation of meetings/training/ INSET by sharing good practice • Work effectively with governors and parents/carers. • Ability to motivate colleagues 	<p>A / R/O</p>
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Personal Qualities	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • An enhanced DBS certificate and barred list check. • An excellent attendance and punctuality record. • Excellent verbal and written communication skills. • Excellent time management and organisation. • High expectations of self and professional standards. • A commitment to CPD. • The ability to work both part of a team and independently. • The ability to maintain successful working relationships with other colleagues. • High levels of drive, energy and integrity. • Good sense of humour. <p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Committed to the value and promotion of effective teaching and learning within the EYFS learning environments within school, forging close working relationships with our on site pre-school. • enthusiastic about leading the teaching and learning of one or more foundation subjects across the school. • Dedicated to promoting their professional development, and that of others. • Able to consistently promote good behaviour. • Committed to contributing to the wider school and its community. • Able to effectively promote the school's ethos and vision. • Professionally assertive and clear thinking. • Able to attend meetings when required, in addition to managing a demanding workload. 	<p>Previous leadership experience with regard to EYFS or a curriculum subject</p>	<p>A/I/R/O</p>
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Key: A= Application I=Interview R=References O=Observation