

**KINDNESS**



**INDEPENDENCE**



**TENACITY**



**ENJOYMENT**



## **JOB DESCRIPTION**

<b>Position:</b>	Reception/KS1 Class Teacher
<b>Department:</b>	Bowling Green Academy
<b>Pay Range:</b>	MPS
<b>Hours of Work:</b>	Full time
<b>Responsible to:</b>	Principal

### **Prime Objectives of the Post**

- To carry out professional duties including to take responsibility for day-to-day management of planning, teaching within EYFS in the first instance.
- To be responsible and accountable for achieving the highest possible standards in work and conduct.
- To promote the aims, objectives and KITE Values of our school and maintain its philosophy of education, ensuring the promotion and safeguarding of the welfare of our children within school.
- The responsibilities of the post are to be performed in accordance with the provisions of the current School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

### **Membership of the Trust**

- To be an ambassador for the developing MAT, ensuring both internal and external colleagues are aware of the vision, culture and ethos within the trust.
- To contribute to the delivery of the MAT school improvement offer and subsequent gains of being in Great Heights Academy Trust.
- To ensure all trust systems, processes and procedures are adhered to as requested from the Trust post holders.

## **Main duties and Responsibilities**

### **Teaching**

1. Maintain an up-to-date knowledge and understanding of the professional duties and responsibilities of teachers and the statutory frameworks.
2. Plan teaching to achieve progression in pupils' learning through identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed.
3. Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
4. Regularly review the effectiveness of teaching and assessment procedures and its impact on pupils' progress, attainment and well-being.
5. An awareness of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
6. Have a clear understanding of the needs of all pupils, including those with special educational needs, gifted and talented, EAL, disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.
7. Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
8. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
9. Use relevant data to monitor progress, set targets, and plan subsequent lessons.
10. Set homework and plan other out of class activities to consolidate and extend the knowledge and understanding of pupils.

### **Behaviour and Safety**

1. To establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
2. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
3. Maintain good relationships with pupils, exercise appropriate authority as necessary.
4. To establish a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
5. Have high expectations of behaviour, promoting self-control and independence of all learners.
6. To be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

### **Team working and collaboration**

1. Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
2. Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

3. Co-ordinate school development and implement policies and schemes of work in those areas for which you act as co-ordinator.
4. Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.

### **Safeguarding**

As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities and policies towards safeguarding and promoting the welfare of children, young people and vulnerable adults.

### **General**

1. To uphold the Nolan principles of public life.
2. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures to support the school's values and vision.
3. Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate.
4. To fully participate in CPD activities and appraisal arrangements.
5. To further support the climate for learning, improve the school's ethos and develop further the merging culture of achievement and high expectation.
6. To play a key role in assemblies, open evenings and other major School events.
7. Develop effective working relationships with schools, partners, and other agencies.
8. Act as a positive role model to staff, maintaining high professional standards and high levels of care for pupils.
9. To undertake any other duties as directed by the principal.