

**Job description for an Early Years / KS1 teacher**

**Purpose of the job:**

• To enable young children to make good progress in their learning by building upon the skills they have when they join the school in reception • To assist all pupils to develop emotional security, self-belief and mature social skills • To assist all children to develop a love of learning and an excitement about coming to school each day.

**All class teachers are accountable for the progress that the pupils they teach make during an academic year.** \* Please note that this job description is flexible and may be amended to reflect additional expectations should a suitable candidate wish to take on some leadership responsibility.

**Responsibilities of the job:**

**A) Planning learning**

1. Plan rich and stimulating learning activities that achieve good progression in pupils’ understanding by: • identifying clear learning objectives and learning content, appropriate to the subject matter and the pupils being taught • setting exciting and intriguing tasks for whole class learning, small group learning and self-initiated, exploratory learning. • setting clear targets for pupils’ learning that build on prior attainment • identifying pupils who have special educational needs.

Ensure that learning is appropriately differentiated so that the learning is well pitched and all pupils are challenged at their current level of understanding.

2. Create a high quality, rich, stimulating and enabling learning environment containing items that will capture pupils’ attention and lead to independent exploration.

3. Make effective use of assessment information on pupils’ attainment and progress when teaching and in planning future learning.

4. Plan opportunities to develop pupils’ spiritual, moral, social and cultural development.

**B) Teaching and classroom management**

5. Ensure effective teaching of the whole class, and of groups and individuals within the whole class setting, so that learning objectives are met and pupils’ learning time is used efficiently.

6. Establish and maintain a purposeful learning atmosphere.

7. Set high expectations for pupils’ behaviour, establishing and maintaining a good standard of discipline through well focused, engaging teaching and through positive and productive relationships.

8. Establish a safe, clean and secure learning environment which promotes pupils’ confidence.

9. Use teaching methods which capture pupils’ interest and maintain their engagement through: • offering rich, captivating learning activities • setting the highest expectations for all pupils • clearly establishing a purpose for learning, placing it within a context • effective questioning that includes open and closed questions, together with the use of probing, supplementary questions • providing frequent opportunities for pupils to learn through talk and interaction • stimulating intellectual curiosity and communicating enthusiasm for learning • matching the teaching approaches used to the subject matter and the age of the pupils being taught • modelling good language use to children • modelling good social skills to children • clear instruction, effective modelling and accurate explanation • listening carefully to pupils, analysing their responses and responding constructively in order to take their learning forward • selecting and making good use of ICT and other learning resources which enable learning objectives to be met • providing opportunities to develop pupils’ wider understanding by relating their learning to ‘real life’.

10. Be familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of the responsibilities under the Code, create and review Individual Education Plans for pupils

11. Evaluate your own teaching critically and use this to improve your effectiveness.

**C) Monitoring, assessment, recording, reporting and accountability**

12. Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.

13. Maintain good organisation and accurate assessments in pupil profiles so that they offer a clear record of pupils’ progress.

14. Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents.

15. Understand the expected demands of pupils in relation to the Development Bands, Early Learning Goals and National Curriculum.

**D) Management and administration**

16. Participate in administrative and organisational tasks related to the responsibilities described above.

17. Provide cover for other teachers as appropriate.

18. Participate, as required, in tasks relating to the curriculum, organisation and pastoral functions of the school.

19. Participate in any arrangements made by the school for performance management and continuing professional development.

20. Foster close relationships with parents/carers and the wider community. Assist them to support their child’s learning at home. Present a positive image of the school to all other stakeholders.

**Person Specification- Class teacher.**

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|  | **Selection Criteria** | **Essential**  **Desirable** | **Application, Interview process, references.** |
| **Education and Qualifications** | QTS | E | A |
|  | Evidence of appropriate continuing professional development  Evidence of further relevant study  CCRS or the willingness to study for this qualification.  Evidence of involvement in successful whole school curriculum and pastoral development.  ICT competent and confident | E  D  D  E  D  E | A/I/R  A  A  A/I/R  A/I/R  A/I/R |
| **Knowledge and Experience** | Understanding of safeguarding and child protection procedures.  A track record of good and outstanding teaching in the primary phase.  Knowledge of recent developments in the National Curriculum and wider education issues.  Knowledge of effective monitoring, data analysis and self-evaluation.  Knowledge of equality and issues relating to pupils’ access to learning. | E  E  E | A/I/R |
| **Teaching Skills and Abilities** | Set high expectations and standards, and provide a role model for pupils and staff.  Evidence of good, successful teaching in the primary sector.  The ability to use ICT effectively to engage and challenge pupils.  A clear understanding of assessment to inform planning.  Evidence of consistent and effective lesson planning to meet differing learning needs.  Evidence of good classroom management skills.  Able to create a happy, challenging and effective learning environment.  Commitment to inclusion, safeguarding and welfare of pupils.  Work effectively in partnership with parents, governors and the wider community | E  E  E  E  E  E  E | A/R/I  A/R/I  A/R  A/R/I  A/R/I  A/R/I  A/R  AR/I  A/R/I |
| **Personal Qualities** | Ability to develop good relationships, communicate effectively and work as part of a team, respected by others.  Ability to manage stress, maintain energy, enthusiasm and sense of humour.  Able to be open and constructive, able to accept feedback and act to improve practice.  Able to manage own and support others workload appropriately.  Self-confident with a collected professional manner  Supportive of the school’s extracurricular activities  A good record with regard to punctuality and attendance at work | E  E  E  E  E  E | A/R  R  A/I/R  A/R  R  A/R  R |