



**Grange View C.E. First School**  
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 Headteacher: Mrs Louise Laskey



***We aim to SPARKLE!***

## **JOB DESCRIPTION**

**POST:** EYFS LEAD CLASS TEACHER

**GRADE:** MAIN PAY RANGE /UPS

**DIRECTORATE:** EDUCATION

**DIVISION:** GRANGE VIEW FIRST SCHOOL

**RESPONSIBLE TO:** HEADTEACHER, ASSISTANT HEAD TEACHER

### **PURPOSE OF THE JOB:**

To meet the requirements of:

- A teacher as set out in the School Teachers' Pay and Conditions Document
- The Professional Standards for Teachers
- Promote and safeguard the welfare of all pupils.
- To co-ordinate a curriculum, social or other area

### **KNOWLEDGE AND UNDERSTANDING**

- Have a knowledge of and keep up to date with the requirements of the Foundation Stage and Primary National Curriculum
- Understand the stages of child development and how pupils' learning is affected by their wider experience and life context.
- Be familiar with school systems and structures including all those linked to Health and Safety and Safeguarding.
- Have a thorough and up-to-date knowledge and understanding of the new EYFS Draft Framework and National Curriculum programmes of study and assessment for all relevant areas of the Curriculum, drawing on subject expertise of other staff when appropriate.
- Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold – thereby deepening the pupils' knowledge and understanding.

### **TEACHING, LEARNING AND CLASS MANAGEMENT**

- Plan and deliver engaging and motivating learning to the assigned class or classes in line with national requirements and school policies, having due regard for the requirements of the EYFS
- Keep up to date planning on school shared drive and with online pupil profiles
- Provide lessons which are well structured, maintain pace and provide appropriate support and challenge for all groups of pupils based on effective use of assessment to inform next step learning.
- Have a knowledge and understanding of Read Write Inc, White Rose maths and the mastery approach.
- Evaluate own teaching critically, drawing on development opportunities to improve effectiveness.
- Make effective use of data to ensure pupils make appropriate progress and keep systems up to date.
- Identify those with Special Educational Needs, implement planned programmes/interventions and seek appropriate support from other professionals



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- Lead the use of any support staff or classroom assistance effectively.
- Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, promoting effective behaviour for learning in all contexts so children feel secure and confident as learners in line with school behaviour policy.
- Set homework to consolidate and extend learning.
- Use Planning, Preparation and Assessment (PPA) time effectively. At least 10% of timetabled time will be designated as PPA time, and it will be allocated in blocks of no less than 30 minutes.
- Assess and record each pupil's progress systematically in line with school current practice.
- Mark and monitor class work and homework providing feedback in line with policy and use the results for future planning, teaching and learning.
- Write/collate high quality and informative individual, positive, honest annual reports to parents/carers and discuss pupil's progress and welfare at parents' meetings and other occasions developing positive relationships.
- Prepare pupils for any national testing or curriculum assessments.

## PROFESSIONAL STANDARDS AND DEVELOPMENT

- Understand the professional responsibilities in relation to school policies and practices and in so doing actively support and reinforce those policies. E.g. anti-bullying, homework, behaviour
- Be aware of the role of the Governing Body and provide reports when requested by Head teacher.
- Set a good example around the whole school, in appearance and personal conduct.
- Establish effective working relationships with other professional colleagues, not only those within school, but those from outside agencies.
- Attend meetings within the constraints of directed time and contribute to the development of programmes of study and staff share.
- Assist in the development of the School Curriculum in line with the School's Improvement Plan.
- Assist in the maintenance of good discipline in and around school in line with school behaviour policy.
- Work effectively as a member of a team to support the aims and values of Grange View First School

## OTHER PROFESSIONAL REQUIREMENTS

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the school curriculum, which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
- Maintain a reflective approach to evaluating and improving own practice.
- Engage in annual review of performance.
- Contribute to the professional development of colleagues, especially NQT's.

## HEALTH AND SAFETY

- Undergo basic First Aid training as required.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety and Welfare.

## SPECIFIC PASTORAL DUTIES

### Support, Guidance, Monitoring and Reporting

- Consider promoting and safeguarding pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'
- Monitor the social progress of pupils, including the progress in PSHE lessons.
- Help pupils explore thoughts, feeling and solutions to problems.
- Have a detailed knowledge of the pupils in the class and play a central role in positive behaviour management
- Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also to develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.



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**GRANGE VIEW CE FIRST SCHOOL**

**PERSON SPECIFICATION- Class Teacher**

<b>Key Areas</b>	<b>E/D Essential/ desirable</b>	<b>Method of Assessment Interview, Application Form, Assessment Exercises, References</b>
<b>(i) Qualifications</b>		
• DFE Qualified Teacher Status	E	Application Form
• Degree/Graduate status	D	Application Form
• Evidence of participation in further professional development or study	D	Application Form. Interview
<b>(ii) Experience</b>		
• Successful Recent Experience in relevant key stage / year group	E	Application Form, Interview, References
• Experience of working in all Key Stages / taught in more than one key stage / year group	D	Application Form, Interview, References
• Further qualifications / studies relevant to the EYFS / primary age range + Paediatric First Aid.	D	Application Form, Interview, References
• Experience of teaching a range of abilities including children with SEND and the more able leading to positive outcomes	E	Application Form, Interview, References
• Experience of administering statutory tests and assessment in EYFS	D	Application Form, Interview, References
• Experience of working with multi-agency teams	D	Application Form, Interview, References
• Trained in use of Read Write Inc	D	Application Form. Interview
• Working in a school community in challenging behaviour/circumstances	D	Application Form, References
<b>(iii) Ability to work within a professional team and to develop and promote the school's ethos and values within the First School Phase</b>		
• Evidence of outstanding classroom practice	E	Application Form, References, Lesson Observation
• Evidence of effective planning to meet needs of all groups of pupils	E	Application Form, Interview, References Lesson Observation
• Committed to development of basic skills day to day classroom practice promoting confident children who are literate and numerate to age appropriate levels	E	Application Form, References, Lesson Observation
• Knowledge of the National Curriculum/EYFS	E	Application Form, Interview, References
• Demonstrates high expectations of self and others' in all aspects of school life	E	Application Form, Interview, References
• Prioritises improving standards and achievement for all groups of pupils and demonstrates significant impact on pupil outcomes.	E	Application Form, Interview, References
• Relates to and motivates pupils through an understanding of their needs	E	Application Form, Interview, References
• Works well within and contributes to team development. Experience of working with and supervising other adults support in the classroom.	E	Interview, References
• Outstanding classroom and positive	E	Interview, References, Lesson Observation

behaviour management		
• Experience of working with parents, staff and outside agencies	E	Interview, References, Lesson Observation
• Evidence of a commitment to the equalities agenda	E	Application Form, Interview, References
<b>(iv) Ability to Lead</b>		
• Be a professional role model	E	Application Form, Interview
• Respond effectively and efficiently to daily challenges, making decisions on the basis of sound judgement	E	Application Form, Interview
• Experience in using pupil tracking and assessment information to accelerate pupil progress and fully inform next steps of learning	E	Application Form, Interview, Lesson Observation
• Have mentoring, motivational and coaching skills	E	Application Form, Interview
• Experience of identifying need, leading initiatives and evaluating impact of improvements.	D	Application Form, Interview
• Experience of key stage/ subject/curriculum leadership	D	Application Form, Interview
• Clear vision for the future of education and able to think strategically, to identify opportunities for future developments and improvements.	D	Application Form, Interview
<b>(v) Ability to Communicate Clearly</b>		
• Good written and oral communication skills	E	Application Form, Interview
• Good presentational and ICT skills	E	Application Form, Interview
• Confident use of technology to support teaching, learning and personal organisation		Application Form, Interview
<b>(vi) Personal Qualities</b>		
• Hard working, flexible, enthusiastic, determined and resilient	E	Application Form, Interview
• None judgemental demonstrate sensitivity and tact - able to develop positive and effective relationships with pupils, parents, staff and outside agencies	E	Interview
• Able to work under pressure and recognise and manage stress	E	Application Form, Interview
• Ability to use and act on initiative whilst a true team player	E	Application Form, Interview
• Able to reflect on own practice and take responsibility for own professional development and well-being – seeking and providing support within the team.	E	Application Form, Interview
• Have a 'can do' approach that supports high expectations of self and others	E	Application Form, Interview
• Sense of humour and fun	E	Application Form, Interview
• To contribute and be committed to the safeguarding, care and welfare of all children across the school.	E	Application Form, Interview