

## CLAYTON BROOK PRIMARY SCHOOL



### JOB DESCRIPTION

#### **(CLASS TEACHER plus TLR 2.1 for Leading EYFS)**

#### General Responsibilities

1. Subject to the terms and conditions of the School Teachers' Pay and Conditions Document, the post-holder will be required to undertake the following duties and responsibilities at the direction of the Headteacher.
2. To teach pupils in EYFS
3. To share responsibility for the welfare and safety of all the children in the school's care and specifically to take responsibility for those in the teacher's own class.

#### General Teaching Duties:

- 1) Set high expectations which inspire, motivate and challenge children**
  - To take responsibility for the early education and welfare of a class group of children ensuring the highest standards of pedagogical practice
  - Establish an effective teaching team leading, organising and supervising a class team of TAs
  - Establish a safe and stimulating environment for pupils, rooted in mutual respect
  - Plan and create a child centred, richly diverse learning environments, inside and out, that celebrates our Image of the child and young children's characteristics for learning
  - Support and challenge children of all backgrounds, abilities and dispositions
  - To be committed to safeguarding children in accordance with the school's safeguarding and child protection policies and procedures.
- 2) Promote good progress and outcomes by children**
  - Be accountable for children's attainment, progress and outcomes
  - Demonstrate a sound knowledge of how young children learn and how this affects teaching.
  - Have a clear knowledge and understanding of child development and how to support the differing needs of children.
  - Be aware of children capabilities and their prior knowledge, and plan teaching experiences to build on these
  - Have high expectations of all children through appropriate differentiation (including the writing, evaluating and sharing with families) all personalised learning plans including TLPs.
- 3) Demonstrate good subject and curriculum knowledge**
  - Have an outstanding knowledge of the Early Years Foundation Stage and how to fulfil the statutory guidance
  - Have an in depth knowledge and understanding of the School's Curriculum – Its Intent and Implementation.

- Have a sound understanding of how to support Communication and Language development
- Have a sound knowledge of early Reading, demonstrating a clear understanding of phonics
- Have a sound understanding of Early Mathematics and how to support a positive sense of Numerosity across school.

#### **4) Plan and teach well structured lessons**

- Promote a love of learning and children's intellectual curiosity
- Follow the school's identified strategies / procedures relating to planning
- Plan, implement and reflect on first hand learning opportunities, experiences and activities that reflect the requirements of the Early Years Foundation Stage and engage all practitioners in the consistent implementation and improvement of schemes of work, which encapsulate the school curriculum.
- Prepare activities for children to complete at home as part of home learning.
- To ensure that the child's voice is heard and responded to in planning, and the development of the environment, organisation and routine

#### **5) Adapt teaching resources to respond to strengths and needs of children**

- Adapt teaching according to the varying needs of children
- Demonstrate an awareness of the physical, social and intellectual needs of children and know how to adapt teaching to support the different stages of development.

#### **6) Make accurate and productive use of assessments**

- Know, understand and implement an effective planning and assessment cycle
- Undertake observations and maintain records to support formative and summative assessment processes that inform planning and ensure all children are supported to make at least good progress in their learning.

#### **7) Manage Behaviour effectively to ensure a good safe learning environment**

- Have high expectations and maintain good behaviour amongst the children.
- Actively support and implement the school's positive behaviour and inclusion policies.
- Have a sound knowledge of Trauma Informed Practice and the range of factors that may impact on the behaviours of a young child. Work positively to nurture and support each individual

#### **8) Working in Partnership**

- Communicate and facilitate the partnership with the parents/carers of children.
- Work closely with other agencies to support the varying needs of children
- Treat all children, families, colleagues and professional partners with professionalism tolerance and respect

#### **9) Fulfil wider responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on professional advice and support

- Lead and support a class team when planning and teaching and ensure they have a clear understanding of the school's curriculum intent and how to implement it effectively
- Take an active role in meetings, events and activities relevant to the work of the school
- Participate in arrangements for own appraisal and supervision and that of other practitioners.
- Participate in arrangements for own further training and professional development and that of other staff.
- Actively participate in staff meetings and which relate to curriculum, administration and organisation of the provision including pastoral arrangements.
- To maintain high standards in their own attendance and punctuality