



Primrose Hill Primary School

Job Description Early Years Class Teacher

Name:

Scale Point / Grade: M1 to M3 (Inner London Pay Scale)

Reporting to: Head Teacher / Assistant Head Teacher / Phase Leader

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

The purpose of the post:

To contribute significantly to the aims and successes of Primrose Hill Primary School by:

- working as an excellent teacher, carrying out the professional duties of teachers as described in the School Teachers' Pay and Conditions Document (STPCD) and the teaching responsibilities indicated in the job description for main grade teachers at Primrose Hill Primary School;
- Meeting the requirements of the National Teacher Standards for Main Scale & Upper Pay Scale Teachers
- Working effectively as a member of your Phase.

The persons line-managed by the postholder:

- Teaching assistants and Early Years Practitioners within your classroom.

Teaching Responsibilities

- To lead by example by providing an example of outstanding practise and improve standards in your class
- To undertake class teaching including the organisation, planning, differentiation and implementation of the curriculum within the requirements of school policies and the school aims and objectives, the Early Years Foundation Stage Curriculum and the National Curriculum
- Be responsible for day to day management and organisation of your class, facilitating good communication of expectations amongst adults working in your classroom
- To show a commitment to high standards of achievement, make assessments, keep records and report on individual children's progress and achievement in accordance with school policies
- To show an awareness and understanding of the specific needs of all children in the class
- To demonstrate a commitment to raising achievement and to maintain high expectations of behaviour, attendance and punctuality from all children
- To share responsibility for children's well being, to inform the Head Teacher of any concerns regarding the children and to advise the Head Teacher of the children's learning and development

- To maintain an attractive, stimulating and interactive learning environment, making full use of the Schools and Local Authority resources
- To ensure the health and safety of the children
- To demonstrate a thorough understanding and commitment to all aspects of Equal Opportunities and Inclusion

Curriculum Responsibilities

- To be fully informed and up to date with educational thought and practise, also Borough and School Policies, paying particular regard to the Implementation of the Early Years Foundation Stage Curriculum and the National Curriculum
- To ensure that all children have equal access to a broad and balanced and creative curriculum
- To develop and foster classroom practise which values and enhances multi-lingualism throughout the curriculum and effectively meets the needs of multi-lingual pupils
- To provide information concerning children with Special Educational Needs, Additional Needs, liaise with Inclusion Manager and/or support agencies, when required
- To contribute to the development and review of school policies and aims
- To lead an area of the Curriculum

Responsibilities

- To supervise the work of classroom support staff and work with colleagues within a Year Group
- To communicate and liaise with parents and carers and relevant agencies on children's learning and progress
- To participate in open days/evenings and consultations with parents and carers
- To attend staff meetings, Inset activities and work in conjunction with other staff (to a minimum of 1265 hours per year)
- To review and evaluate your teaching practise and participate in arrangements for appraisal, training and professional development
- To attend all School INSET and any team meetings considered necessary unless otherwise decided by the Headteacher;
- To work with phase colleagues to help develop consistency in expectations, practice and standards, and to promote school policies;
- To contribute expertise, knowledge and ideas in phase meetings in order to help plan for continuous development and the raising of standards;
- To take an active part in school life by attending Friends' or Governors' meetings as appropriate;
- To work to promote a positive ethos and supportive environment for all staff at all times;
- To undertake continuous professional development each week as part of the ECT induction programme;
- To undertake any continuous professional development training deemed appropriate by your Induction Tutor, the Assistant Head Teachers or the Head Teacher.
- To be responsible for classroom resources, ensuring they are properly maintained and that there is sufficient for the needs of your class;
- To ensure assessment deadlines are met and monitoring the tracking of children in your class;

Agreed by:

Postholder: _____

Head teacher: _____

Date: _____

Person Specification

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status 	
Experience	<ul style="list-style-type: none"> Experience of teaching in the Early Years (Nursery or Reception), Key Stage One or Key Stage two 	<ul style="list-style-type: none"> Experience of teaching in the Early Years (Nursery or Reception)
Knowledge, understanding and skills	<ul style="list-style-type: none"> Knowledge and understanding of the characteristics of effective teaching and learning A knowledge of theory and practice in providing child centred teaching that places pupils at the centre of the learning process Ability and skills to teach the full range of National Curriculum subjects and Early Years Foundation Stage Curriculum to a high standard Ability to use Technology in the classroom for teaching and learning and as a management tool A secure understanding of assessment strategies and the use of assessment to inform teaching and drive learning Ability to organise work, prioritise tasks, make decisions and manage time effectively Ability to communicate effectively (both orally and in writing) to a variety of audiences 	<ul style="list-style-type: none"> An understanding of the benefits of positive links between the school and its stakeholders Ability and skills to teach the Early Years Foundation Stage Curriculum to a high standard
Relationships	<ul style="list-style-type: none"> Ability to promote positive behaviour from all pupils ensuring high standards of discipline and good relationships Ability to create a happy, challenging and effective learning environment Ability to work as an effective team member Understanding of the need for good home/school relationships and the school's responsibility to parents Awareness of the need for the school to play a full part in the local community. 	
Personal Characteristics	<ul style="list-style-type: none"> Creative Enthusiastic Professional Committed Empathetic Reliable Resourceful 	
Professional Development	<ul style="list-style-type: none"> Demonstrate a commitment to own professional development 	<ul style="list-style-type: none"> Demonstrate a drive and desire to keep up to date with current developments & research

Candidates should ensure that they address all of the above criteria in their application form, referring, where appropriate to actual experience. In addition, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children
- Ability to form and maintain appropriate relationships and personal boundaries with children
- Behaviour management strategies which respect children's needs

Primrose Hill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.