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**Crudgington Primary School Job Description**

**EYFS/KS1 Class Teacher**

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| Title of post: EYFS/KS1 Class Teacher  Salary: MPS/UPS  Working hours: 195 days per year. Full time.  Contract Type: Permanent | |
| Place: | Crudgington Primary School |
| Responsible to: | Headteacher |
| Terms and Conditions: | 1. The terms and conditions as set out in the current Teachers Pay and Conditions Documents and any orders made under it. 2. The other terms and conditions set out in the various national collective agreements in force from time to time. 3. The Local Authority’s Rules and Conditions including any local agreement entered into with recognised trade unions. 4. The school’s Instrument and Articles of Government as appropriate. |
| **FOR ALL TEACHERS**  **A teacher must:**  1. **Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.   **2. Promote good progress and outcomes by pupils**   * be accountable for pupils’ attainment, progress and outcomes * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work.   **3 Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of the primary curriculum areas, foster and maintain pupils’ interest in the curriculum areas, and address misunderstandings * demonstrate a critical understanding of developments in the curriculum and curriculum areas, and promote the value of hard work and determination to succeed * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English * when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.   **4 Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum   **5 Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils education at different stages of development * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; those who are vulnerable and be able to use and evaluate distinctive teaching approaches to engage and support them.   **6 Make accurate and productive use of assessment**   * know and understand how to assess subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.   **7 Manage behaviour effectively to ensure a good and safe learning environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.   **8 Fulfil wider professional 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 advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to pupils’ achievements and well-being. | |
| The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders working in regulated activity with children, are required to have an enhanced DBS check (including a check on the children’s barred list).  References will be required for all shortlisted candidates, prior to interview and these will be checked following the Learning Community Trust recruitment and selection process.  In line with the Statutory Guidance Keeping Children Safe in Education an online check will also be undertaken for all shortlisted candidates prior to the interview. Shortlisted candidates will also be required to complete a criminal self-disclosure declaration, posts that involve working in regulated activity are exempt from the Rehabilitation of Offenders Act, please note it is a criminal offence for individuals on the barred list for children to apply for any post working with children. For more information, please refer to The MOJ’s guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, for information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.  We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education. For more information regarding our school’s commitment to safeguarding, please see our Child Protection & Safeguarding Policy: [School Policies](https://www.crudgingtonschool.org.uk/home/key-info/policies/) | |