



JOB DESCRIPTION

Post title: Class Teacher (initially for a Nursery position)

Pay range: Main Scale (Outer London)

Position: Permanent, Full Time

Responsible to: Headteacher

MAIN ACTIVITIES AND RESPONSIBILITIES

The duties and responsibilities of this post are to be carried out in accordance with the provision of the current School Teachers' Pay and Conditions Document (STPCD).

Teaching and Learning

- To have a thorough knowledge and understanding of the EYFS Framework and the National Curriculum.
- To plan and prepare programmes of work which meet the needs of the full range of children's abilities in the class.
- To identify clear objectives and expected outcomes for children's learning, building upon their prior attainment, and adopt a range of strategies to meet their different learning styles.
- To promote challenging standards of pupil achievement and set high expectations for behaviour, establishing positive relationships and a stimulating learning environment.
- To provide effective teaching of whole classes, groups and individuals so that learning objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- To identify pupils whose progress is below expectations and, where necessary, create and implement effective plans of action to support those pupils and accelerate their progress.
- To plan and prepare work using appropriate resources to make learning accessible to all pupils, including those with special educational needs and disabilities and children speaking English as an additional language.
- To identify pupils who have special educational needs and disabilities (SEND) and work within the school SEND policy in order to give positive and targeted support and implement individual and personalised plans.
- To use teaching strategies which engage pupils and stimulate an enjoyment of learning
- To demonstrate effective questioning and responses and promote pupil voice in lessons
- To select and make good use of learning resources, including ICT, which enable objectives to be met and enable children to develop skills necessary for independent learning.

Assessment and Evaluation

- To assess, record and report the development, progress and attainment of pupils in accordance with the schools' assessment procedures and policy.
- To evaluate how well learning objectives have been achieved and use this evaluation to inform future planning and teaching.
- To mark and monitor pupils' work providing constructive oral and written feedback and setting targets for pupils' future progress in line with the school's policy.
- To keep up to date the records for each pupil in the class as required by school policy.
- To participate in arrangements, as appropriate, for preparing pupils for national assessments, recording and reporting results as required and participating in arrangements for pupils' supervision at such times.
- To produce progress reports required of school colleagues or other professionals.

Relationships with Parents and the Community

- To communicate effectively with parents and carers, thereby encouraging active participation in the education of their children.
- To prepare and present informative written reports to parents annually.
- To liaise with agencies responsible for pupils' welfare and attend meetings when necessary.
- To deal sensitively with members of all communities represented locally.
- Make a positive contribution to the wider life and ethos of the school

Managing own Performance and Development

- To understand the need to take responsibility for personal professional development and keep up to date with research and developments in pedagogy and in the subjects taught.
- To participate in training and professional development as appropriate.
- To participate in staff meetings which relate to the curriculum or organisation of the school.
- To participate in arrangements within the agreed framework for appraisal.
- To reflect upon feedback from colleagues, self-evaluate own teaching and participate in the school's aims to share good practice and improve the quality of practice.

Managing and Developing Staff and Adults

- To plan the work of support staff for whom they have responsibility, ensure colleagues are briefed effectively and ensure that activities undertaken promote achievement of pupils.
- Support school aims to share good and outstanding practice and coach/mentor colleagues as well as accepting support where required.

Professional Conduct

- To fully support the aims and ethos of the school including the school's values of Respect, Kindness and Excellence, British values and UNICEF Rights of the Child.
- To set an excellent example to children, staff and parents in terms of presentation and personal conduct.
- To relate positively to colleagues, establishing effective and professional working relationships.
- To implement all current school policies and procedures.
- To safeguard the health and safety of pupils at all times.
- To carry out any other such duties which may be required from time to time to meet the needs of the school.

Equal Opportunities

- To ensure all pupils have access to an appropriately broad and balanced curriculum.
- To adhere to the school's policies for equality of opportunity.
- To ensure that the planning and teaching methods take account of the language and learning needs of pupils, including those who have SEND or for whom English is an additional language
- To be committed to the inclusion of children in the Additionally Resourced Provision

Safeguarding Children

- To be fully aware of and understanding the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.
- To follow Colindale School's Child Protection and Safeguarding Policy.

Job descriptions are a guide not a prescriptive list. They will be reviewed as and when necessary, taking into account factors such as the needs of the school or new changes in legislation. All staff are expected to comply with all school policies. This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.



PERSON SPECIFICATION

Post: Nursery Class Teacher (EYFS)

Line Manager: EYFS Leader

Criteria	Essential	Desirable
Qualifications		
Qualified Teacher Status (QTS)	X	
Relevant Early Years qualification		X
Evidence of continued professional development related to EYFS		X
Additional training in SEND, early language, or child development		X
Experience		
A minimum of three years' post-qualification teaching experience	X	
Previous experience as a Nursery Class Teacher in a school or maintained Nursery	X	
Experience of planning and delivering an EYFS curriculum suitable for Nursery-aged children	X	
Experience of assessment, observation, and tracking of children's progress in EYFS	X	
Experience of working effectively with parents and carers	X	
Experience of working as part of a team within an early years setting	X	

Experience of leading or coordinating other adults (e.g. Nursery nurses, teaching assistants)	X	
Experience of supporting children with SEND, EAL, or additional needs	X	
Experience of contributing to EYFS evaluation, development planning, or improvement activity		X
Knowledge and Understanding		
Secure knowledge of the EYFS statutory framework and National Curriculum	X	
Strong understanding of child development for children aged 3–4	X	
Understanding of inclusive practice and early intervention strategies	X	
Knowledge of safeguarding and child protection procedures within schools	X	
Understanding of the key person approach	X	
Understanding of the key features of good teaching and learning	X	
Understanding of effective planning and assessment procedures.	X	
Knowledge of effective strategies to include and meet the needs of all children including those who speak English as an additional language and those with SEND.	X	
Knowledge of and commitment to equal opportunities, school including the Unicef Rights of the Child.	X	
Knowledge of Ofsted’s Education Inspection Framework as it applies to EYFS		X
Understanding of best practice in transition and continuity of care across early years phases		X
Skills and Attributes		
High-quality classroom practice rooted in play-based learning	X	
Ability to lead, organise, and motivate a team of support staff	X	
Strong communication skills and the ability to build positive relationships with children, parents, and colleagues.	X	
Ability to plan effectively based on assessment and children’s interests	X	
Ability to create an inspiring learning environment	X	
Good organisational and time-management skills	X	
Good record of attendance and punctuality.	X	
Excellent behaviour management, with a focus on positive relationships, clear routines and supporting self-regulation in young children	X	
Ability to mentor or coach less experienced staff		X
Experience of leading parent engagement activities or workshops		X
Personal Qualities		
Warm, caring, and child-centred approach	X	
Highly motivated and passionate about teaching	X	
Reflective and committed to continuous improvement	X	
Flexible, resilient, and solution-focused	X	
Committed to equality, diversity, and safeguarding	X	
High standards of professionalism and integrity	X	
Good interpersonal skills and able to inspire and support colleagues.	X	
A good sense of humour and the ability to bring warmth and positivity to the team	X	
Aspirations for future leadership within EYFS		X
Enthusiasm for contributing to whole-school life		X