



Ropery Walk Primary School

Job Description: Early Year Class Teacher

Job title	Early Years Class Teacher
Salary Scale	Main Pay Scale
Responsible to	Early Years Leader, Deputy Head Teacher, Head Teacher
Responsible for	Early Years Practitioners
Purpose of Job	
To carry out the duties of a school teacher as set out by the class teacher job description and the school teachers' pay and conditions document.	
Context of Role	
<ul style="list-style-type: none"> • The Early Years Class Teacher will be based in Reception. • The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise. • All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils. 	
EYFS Teacher	
<p>The main responsibilities for this post are:</p> <ul style="list-style-type: none"> • Supporting the vision, ethos and policies of the school and promoting high levels of achievement in EYFS. • Supporting the implementation of the school development plan, particularly where it relates to EYFS. • Evaluating the effectiveness of the provision in EYFS in close collaboration with the Early Years Leader. • Organising and managing teaching and learning in EYFS. • The development and monitoring of the curriculum provision in EYFS. • Supporting the Head teacher and EYFS Leader in the monitoring of the quality of teaching and children's achievements, including the analysis of EYFS data. • The pastoral care of children, promoting independence and good behaviour, in accordance with school policies. • Ensuring that parents are fully involved in their child's learning and development and well-informed about the EYFS curriculum, their child's individual targets, progress and achievement. • Developing the use of new and emerging technologies and techniques within the classroom. 	
Planning, Teaching, Class Management and Curriculum Development	
<ul style="list-style-type: none"> • Identifying clear teaching objectives and specifying how they will be taught and assessed. • Setting tasks which challenge pupils and ensure high levels of interest • Setting appropriate and demanding expectations • Setting clear targets, building on prior attainment • Identifying SEN or very able pupils • Providing clear structures for lessons maintaining pace, motivation and challenge • Making effective and best use of available time • Maintaining good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework • Using a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary • Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions • Select appropriate learning resource's and develop study skills through library, I.C.T. and other sources • Ensuring pupils acquire and consolidate knowledge skills and understanding appropriate to the subject taught • Evaluating own teaching critically to improve effectiveness • Ensuring the effective and efficient deployment of classroom support • Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for Literacy and Maths • Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere and listen attentively 	

<ul style="list-style-type: none"> • Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning. • Contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance • Contribute to the whole school's development activities
Monitoring, Assessment, Recording, Reporting
<ul style="list-style-type: none"> • Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching • Provide feedback for pupils and set targets together for progress • Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving • Prepare and present informative reports to parents.
Strategic Leadership
<ul style="list-style-type: none"> • To promote and support the principle that all class based staff are leaders of learning. • Have high expectations of all pupils and support staff. • Think creatively and imaginatively to anticipate and solve problems and identify opportunities. • Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents. • To help develop a highly effective Early Years team through effective systems: attend regular staff and phase meetings to ensure good communication, consistency in practice and good pupil progress.
Whole School/Other
<ul style="list-style-type: none"> • Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person. • Be aware of and support difference and ensure that the school's equalities and diversity policies are followed. • Show a commitment to work outside directed time when required. • Contribute to and provide evidence for the school Self-Evaluation Summary. • Contribute activities are required to support the School Development Plan. • Develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.

The above duties are not exhaustive, and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Head Teacher. This job description will be reviewed annually and may be amended at any time, to meet the changing demands of the school, following discussion between the Head teacher and member of staff.

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools' policies and practices.

Ropery Walk Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy's preemployment checks.

Ropery Walk Primary School recognises that all individuals have fundamental human rights and therefore adopts a rights based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.

We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying equal opportunity within school.

Signed colleague Date