



# JOB DESCRIPTION

“MAGIC Children!  
Motivated Aspirational Growing in  
Independence and Confidence”

1. INTRODUCTION		
1.1	POST	Class Teacher, Early Years/Key Stage 1 Leader, Inclusion Manager/SENCO
1.2	GRADE	MPR/UPR plus TLR2
1.3	RESPONSIBLE TO	Headteacher/Deputy Headteacher
1.4	RESPONSIBLE FOR	Class teachers in EYFS and Key Stage 1
1.4	PURPOSE OF POST	Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current Teachers' Standards and School Teacher's Pay And Conditions Document. Teach in accordance with the ethos, organisation and policies of the school as a fully committed member of the teaching team and as detailed in the specific duties below. To assist the Headteacher with the leadership and management of Early Years & Key Stage 1 in order to promote effective education for all children within the framework provided by the policies of the Governing Body and the Authority with regard to all statutory requirements. To undertake the role of Inclusion Manager/SENCO
2. SCHOOL ETHOS		
2.1	Work with the Headteacher and colleagues in creating, inspiring and embodying the school ethos and aims with all members of the school community, ensuring an environment for teaching and learning that empowers both staff and children to achieve their highest potential.	
2.2	Attend, take part in and lead acts of collective worship in accordance with school policy as they relate to the school.	
2.3	Provide Religious Education in accordance with the agreed syllabus.	
2.4	Actively support the school's corporate policies relating to equality and diversity, inclusion and health, safety and well-being.	
2.5	Promote the ethos of the school and celebrate its success at every opportunity.	
3. CURRICULUM PLANNING AND PROVISION		
3.1	Help develop and maintain a curriculum in line with National Curriculum and school policy to meet the needs of individual children within your assigned class.	
3.2	Work with and advise other members of staff to ensure that the extremes of the ability range are catered for within the curriculum.	
3.3	Monitor and evaluate the curriculum offered and review appropriate planning, assessment, record keeping and reporting procedures, as and when requested.	
3.4	Under the direction and guidance of the Headteacher and/or Deputy Headteacher, assume responsibility for the leadership and development of one or more specified curriculum aspect(s) and/or area(s) of pupil and/or staff development.	
3.5	Ensure efficient use and maintenance of all material teaching resources within your classroom area, working environment and throughout school. Ensure available resources are used effectively to support the curriculum throughout EYFS and Key Stage 1.	



<b>4. TEACHING AND LEARNING</b>	
4.1	Produce coherent lesson plans which ensure continuity and progression, take account of the individual needs of pupils and encourage the development of independent learners.
4.2	Employ a range of suitable teaching and learning strategies and styles to ensure effective learning.
4.3	Present appropriately demanding subject content, skills and understanding in a clear and stimulating manner, thereby motivating and sustaining the interest of pupils and raising levels of attainment and progression.
4.4	Develop, maintain and use resources appropriate to chosen learning objectives.
4.5	Ensure the effective deployment of teaching assistant support in the classroom.
4.6	Analyse and evaluate children's learning to inform future planning and teaching and learning activities.
4.7	Create and maintain an orderly, safe, stimulating and informative classroom environment.
4.8	Maintain good practice and implement changes in accordance with developments in educational theory and practice.
4.9	Set pupil targets, assess progress and maintain records in accordance with school policy.
4.10	Ensure exemplary practice of high standards in the points set out above and provide this as a model for colleagues to aid their professional development through (for example) model lessons, mentoring and coaching activities.
<b>5. PATORAL CARE</b>	
5.1	Promote and safeguard the welfare of children.
5.2	Develop positive relationships with all children based on their achievements and promote their general progress and well-being and participation in all aspects of school life.
5.3	Maintain a positive approach to child management, supporting the school's policies relating to behaviour, attendance, punctuality and behaviour.
5.4	Alert Line Manager or Inclusion Manager of any more complex problems experienced by pupils as appropriate, making recommendations as to how they may be resolved.
<b>6. PARENTAL INVOLEMENT AND PARTNERSHIP WORKING</b>	
6.1	Report appropriately to parents on the needs and progress of their children.
6.2	Encourage the involvement of parents in the education of their children and respond promptly to queries and concerns.
6.3	Uphold the school's well-established links with parents, the local community and cluster of schools, the Local Authority and other external agencies.
<b>7. APPRAISAL AND PROFESSIONAL GROWTH</b>	
7.1	Engage actively with the annual Appraisal process, in accordance with the school's policy.
7.2	Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.
7.3	Ensure colleagues receive information and feedback on professional development activities undertaken.
<b>8. ADDITIONAL ROLES</b>	
8.1	As Key Stage 1/EYFS Leader: <ul style="list-style-type: none"> <li>• To be responsible to the Head teacher for leading the work of Key Stage 1/EYFS.</li> <li>• Ensure that monitoring and evaluation is carried out and acted upon to secure school improvement in all areas of school life.</li> <li>• To be responsible for the pastoral welfare of all the pupils and for the discipline and conduct within the Key Stage 1/EYFS Department.</li> <li>• Ensure the curriculum across the school is implemented and delivered to a high standard and children are receiving their full entitlement.</li> <li>• To liaise with other schools and agencies and with the Key Stage 2 department.</li> <li>• To be aware of current developments in Primary Education by attending courses and disseminating relevant information to other members of staff, particularly pertaining to Key Stage 1/EYFS.</li> </ul>



	<ul style="list-style-type: none"> <li>To be responsible for the smooth transition of children from Key Stage 1 to Key Stage 2 and from EYFS to KS1</li> <li>To oversee assessment in the Foundation Stage and Key Stage 1.</li> <li>To oversee the quality of provision in our pre-school setting.</li> <li>To be an active and innovative member of the school leadership team</li> </ul>
<b>8.3</b>	<p>As Inclusion Manager (SENCO),</p> <ul style="list-style-type: none"> <li>Be responsible for progress of all children deemed to have Additional Needs in school, including all vulnerable groups, and ensure tracking procedures are robust in identifying progress</li> <li>Ensure that all policies reflect the need for inclusion and monitor that this is being adhered to</li> <li>To co-ordinate the development of school-based strategies for the identification, support and review of these pupils and provide information for colleagues.</li> <li>To assist colleagues in the development of appropriate programmes of work (Individual Education Plans) for children on the Code of Practice.</li> <li>To liaise with external agencies regarding pupils with additional needs.</li> <li>To liaise with external agencies regarding pupils identified as LAC (Looked After Children).</li> <li>To maintain the school's SEND Register and Inclusion Databases.</li> <li>To manage the work of the LSAs in relation to Special Needs.</li> <li>Provide termly reports for Governors and ongoing communication where necessary, including attendance at relevant Governor meetings.</li> </ul>
<b>7.</b>	<b>DUTIES AND RESPONSIBILITIES – Others</b>
<b>7.1</b>	To comply with the Council's Data Protection Policy / legal requirements and School policies and procedures and Code of Practice within the service area of the post.
<b>7.2</b>	To comply with the Council's / School's Health and Safety Policy and associated safe working procedures and guidelines.
<b>7.3</b>	To comply with the Council's / School's Comprehensive Equality Policy and to ensure that it is implemented within the service area of the post.
<b>7.4</b>	The Council / Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The post is subject to Enhanced Disclosure.

This post is not Politically Restricted in accordance with the Local Government and Housing Act 1989.

The details contained within this job description reflect the content of the job at the date it was prepared. However it is inevitable that, over time, the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Council will expect to revise this job description from time to time and will consult the postholder/s at the appropriate time.

