



## JOB DESCRIPTION FOR CLASSROOM TEACHER

### Greenmead Primary School

**Post:** Early Years Class Teacher (1 year maternity post)

**Salary:** Main Scale + Minimum SEN Point

**Responsible to:** Headteacher and Deputy Headteacher

#### **Responsibility for:**

- The pupils in your charge
- All pupils in school
- Support staff
- Liaison with multi-professional teams working both in and outside of the school

#### **Relationships that are relevant to the role:**

- Headteacher, Deputy Headteacher
- School Leadership Team
- Parents/carers and pupils
- Other members of the teaching and non-teaching team
- The Governing Body
- Other professionals within the multi-agency teams e.g. therapists and school nurse, social workers, etc.
- Teachers in other schools
- The Local Authority, in particular the School Improvement Partner

#### **Main Purpose of Job**

To be responsible for teaching and learning in your class;

- Planning and preparing lessons
- Teaching, according to pupil needs, interests and individual outcomes
- Assessing, recording and reporting on the development, progress and attainment of pupils
- Having regard to curriculum and policies for the school, and with a view to promoting the development of all abilities for the pupils in any class
- To manage a team of support staff and liaise with therapists and other professionals who work with the pupils
- To manage the Early Years Practitioner working in the class
- To inspire and support less experienced colleagues, student teachers, university students who are on placement

## **Main duties of job**

### **1. Pupils**

- Provide a happy stimulating environment and to encourage pupils to have the confidence in their own ability and enable them to make progress at that level of ability and which stimulates learning.
- To be aware of each child's disability and be responsible for their care
- To liaise with multi-disciplinary teams to ensure all have access to information relevant to each pupils
- To liaise with the therapy team and integrate therapy programmes into the pupils' learning programmes
- To enable pupils to be as independent as possible in their physical skills but also in their learning.
- Use holistic and positive behaviour strategies to increase the children's confidence and self-esteem in accordance with school policies and training.
- Ensure high standards of work and behaviour
- Ensure equality of opportunity
- Lead on and take part in pupils' personal care
- To lead on and take responsibility for pupils' manual handling
- To work with the school nurse and your support assistants to oversee pupils' medical needs
- Provide for the personal and social development of pupils.

### **2. Curriculum**

- Teaching, assessing and recording on pupils' progress
- To plan, organise and maintain a stimulating learning environment
- Determining individual learning programmes for each child
- Ensuring appropriately differentiated curriculum for each child
- Ensuring progression and continuity for each child
- Developing medium term plans to be shared with your support staff
- Develop close links with therapists and the school nurse to support pupils' learning, physical well-being, development, communication and access to the curriculum.
- To carry out other such associated duties as are reasonably assigned by the Headteacher.

### **3. Performance Management**

- Participate in arrangements made in accordance with regulation for the appraisal of your own performance.
- Lead the performance management of your team including support assistants and the Early Years Practitioner.

#### **4. Professional Development**

- Be reflective and review from time to time your teaching practice and programmes of learning
- Attend and participate in staff meetings and on INSET days
- Participate in further training and professional development as a teacher including undertaking training and professional development which aims to meet your objectives in your performance management.
- To maintain an up-to-date knowledge of curriculum and relevant SEN and EYFS issues through INSET, wider professional development and research.

#### **5. Safeguarding and Well-being**

- To be responsible for safeguarding the health and well-being of the pupils, actively promote the development of personal and social skills and provide emotional support in a way that accords with the pupils' age and level of development within the stated aims of the school.
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures and the school's safeguarding policy
- When required to receive training in medical procedures such as administering medication, gastro/nasal feeding, oxygen administration and a range of emergency medication.
- Working with Senior Leaders oversee the delivery of health and care procedures by the class team.
- Inform parents of day to day pupil welfare information.
- Escalate pupil welfare concerns to the appropriate school leader
- When necessary and with guidance complete risk assessments.

#### **6. Resources**

- To make full use of the resources in school
- To develop new resources if necessary for curriculum delivery

#### **7. Other responsibilities**

- Maintain good relationships with parents and ensure learning targets are shared between home and school.
- Contribute to assessments, collate annual reviews and write reports as necessary.
- Establish links with other schools as appropriate.
- Contribute to and implement the school development plan and school's self-review
- Promote the values and aims of the school
- Maintain professional behaviour at all times, acting as a good role model, including punctuality and attendance
- Follow all school policies, guidelines and procedures
- Attend all required meetings
- Maintain good order among pupils and safeguard their health and safety.
- Fulfil the professional standards for teachers in England

## **SPECIAL CONDITIONS OF SERVICE**

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

### **Equal Opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

**This job description is subject to review**

# GREENMEAD PRIMARY SCHOOL

## EYFS CLASS TEACHER

### PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
<b>Initial Qualifications</b>	Qualified teacher status	
<b>Further Qualifications / Professional Development</b>	Training and at least 3 years' experience of working with EYFS children with severe and profound learning difficulties.	Training and/or experience in PMLD
<b>Knowledge</b>	<p>Knowledge of the EYFS Curriculum and how to adapt the curriculum for children with severe learning difficulties.</p> <p>Knowledge of summative and formative assessment and how to use these to plan and deliver developmental learning.</p> <p>Knowledge of Development Matters and how to break this down for pupils with complex needs.</p>	<p>Knowledge of Routes for Learning</p> <p>Knowledge of Evidence for Learning</p>
<b>Experience</b>	<p>Experience of successful teaching in Early Years SEND.</p> <p>Experience in teaching pupils with severe, profound and multiple learning difficulties and physical disabilities or with pupils with severe and complex communication difficulties.</p> <p>Experience in supporting pupils with AAC.</p>	Supporting less experienced colleagues to develop their teaching practice.
<b>Skills and Abilities</b>	<p>Ability to plan, monitor, evaluate, review and lead by example</p> <p>A flexible attitude, combining confidence in personal ability as a teacher with the willingness to work in a co-operative manner, sharing responsibility for basic care tasks (i.e. feeding, toileting) as well as having overall responsibility for the class</p> <p>High standard of written and oral communication skills</p> <p>Ability to prioritise and manage</p>	Competence in supporting pupils with physical disabilities and developing ways to support with their access to ICT through switch access.

	<p>workload and work/life balance. Competency in ICT.</p> <p>Excellent classroom practitioner with the ability to assist and support others in improving their skills and knowledge.</p> <p>Awareness of the importance of being self-reflective and a commitment to continuing professional development</p> <p>The confidence to work with a range of pupils and staff and a willingness to learn from others.</p> <p>Ability to manage a team of support staff and effectively support their development.</p>	
<p><b>Other</b></p>	<p>A positive attitude towards children with a variety of physical disabilities and in developing their independence in every aspect of daily life.</p> <p>Experience or willing be to be trained in administration of medication and gastro feeds.</p> <p>A commitment to involve parents, governors and the community in the work of the school.</p> <p>A commitment to working in partnership with other special schools and develop inclusion opportunities with our co-located mainstream partners.</p> <p>Ability to work collaboratively with a range of professionals including physiotherapists, speech therapist and OTs.</p> <p>Promotion of positive behaviour strategies and write and implement positive behaviour plans.</p> <p>An awareness, understanding and commitment to equal opportunities</p> <p>High regard for child protection and safeguarding procedures.</p>	