



PINNER PARK INFANT & NURSERY SCHOOL

Job Description – Class Teacher Part Time Job Share

The postholder will be a Class Teacher sharing the role with a partner working on different days. He / she will carry out the responsibilities and professional duties as set out by the Class Teacher job description and the school teachers' pay and conditions document, as circumstances require and in accordance with the school's policies, under the direction of the Headteacher. The teacher will have dedicated PPA release time.

Class Teacher

KEY PURPOSE

- Work closely with a job share partner to teach a class of pupils ensuring:
 - school policies and procedures are followed;
 - the National Curriculum, EYFS Framework and school curriculum are appropriately taught;
 - planning, preparation, assessment and reporting meet the range of learning, social and emotional needs;
 - equality of opportunity for all is provided through the belief that every learner has unlimited potential;
 - the positive ethos and core values of the school are maintained;
 - Child Protection and Safeguarding procedures are put into practice.
- Establish and maintain good relationships with all members of the school community, working as part of a team in all aspects of school development.
- Ensure current national conditions of employment for school teachers are met.

MAIN ACTIVITIES

Maintain a strong working relationship and clear communication with a job share partner to:

- Plan the teaching and learning of the required curriculum through a topic-based, cross-curricular approach with the Year Group Team, and adapt for individual class needs, to include differentiation based on high expectations.
- Teach the class ensuring:
 - lessons and sequences of work are clearly structured to secure and build on learning;
 - the purpose, learning objectives and success criteria are clearly understood;
 - the use of a variety of teaching and learning styles to maintain pace, motivation and challenge, and to promote active and independent learning;
 - high standards are set and met in the content and presentation of work;
 - immediate and constructive feedback is given to pupils as they learn enable them to reflect on, evaluate and improve their own performance.
- Use a range of Assessment for Learning strategies to:
 - monitor and assess learning, and evidence and record progress;
 - inform next steps and set clear targets for individuals and groups;
 - identify children with specific needs - EAL, SEN, under-performing, under-attaining, able, gifted and talented pupils - and plan appropriate interventions to accelerate progress;
 - provide an annual written report for parents.
- Provide a learning environment which:
 - feels safe and secure and enables children to take risks in their learning;
 - is stimulating and well organised, with resources, displays and positive attitudes easily accessed to promote independence;

- is calm and disciplined in accordance with the school's behaviour policy.
- Lead, organise and direct support staff to ensure the best use of time and skills.
- Communicate and work effectively with the school's Inclusion Team and specialists from outside agencies.
- Work in partnership with parents / carers to identify the development, progress and attainment of their child, including next steps, and provide activities, ideas and strategies to continue their learning and development outside school, including a written report at the end of the year.
- Participate in meetings which relate to the school's management, curriculum, administration or organisation, including termly Parents' Evening Meetings.
- Lead a curriculum area or aspect (to be negotiated).
- Be proactive in the performance management system for staff appraisal, seeking out training and development opportunities both externally and within school.

Make learning interesting, fun and exciting!



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Person Specification
Class Teacher

| Attributes | Requirement | |
|--|--|--|
| | Essential | Desirable |
| Educational Achievements, Qualifications and Training | <ul style="list-style-type: none"> • Qualified Teacher Status • Active involvement in recent and relevant INSET / training and professional development | <ul style="list-style-type: none"> • Recent Safeguarding Training |
| Experience and skills | <ul style="list-style-type: none"> • Current experience of working in an Infant School setting (or equivalent), in a range of year groups • Knowledge and experience of a range of teaching and learning styles and strategies • Good classroom management skills, including organisational ability, lesson planning, assessment and communication skills • Experience of raising standards of achievement and attainment, and the ability to use Assessment for Learning as a focus for this • Ability to work closely with a partner by sharing, negotiating and compromising as needed • Ability to liaise with and direct other members of staff, particularly Teaching Assistants | |
| Knowledge and Understanding | <ul style="list-style-type: none"> • Knowledge and understanding of the EYFS and the National Curriculum • Good understanding of effective procedures for managing and promoting positive behaviour among pupils • Good understanding of the role of parents and methods to involve in their child's learning | |
| Personal Qualities | <ul style="list-style-type: none"> • Be a good teacher • Be creative, innovative and reflective • Be flexible, good humoured and have a positive attitude • Work well individually as well as part of a team and demonstrate good communication skills • Develop good relationships with children, staff and parents • Be proactive, use initiative and have good organisational skills • Have high expectations of self and others and be a good role model for pupils and staff • Be a good role model for children and staff • Demonstrate a commitment to reviewing and developing their own practice | |
| Whole School | <ul style="list-style-type: none"> • Understand Child Protection and Safeguarding procedures • Understand issues regarding confidentiality • Demonstrate an understanding of and commitment to Equal Opportunities in all aspects of school life • Have a commitment to inclusion with Quality First Teaching at its core | |

The school is committed to safeguarding and promoting the welfare of the children and young people and expects all in the school community to share this commitment.