Hallfield Primary School
Hallfield Estate
London W2 6JJ
Tel: 0207 087 4960
office@hallfieldschool.org.uk

Hallfield Primary School Foundation Stage
Class Teacher Job Description

The following job description is not exhaustive. It is expected that teachers will work closely with the Headteacher and governors to develop the role to reflect the needs and demands of the post.

Core purpose

The core purpose of this role is to provide high quality teaching and learning that meets the needs of the children in the Hallfield Primary School and that will enable the school to achieve its vision.
To achieve success, the teachers will:

- Plan and deliver high quality teaching and learning to secure the highest possible levels of attainment for all children;
- Set high expectations for all children at the school;
- Evaluate pupil performance and identify priorities for continuous improvement;
- Encourage the involvement of parents and carers;
- Create a learning environment that is engaging, happy and fulfilling for all children;
- Demonstrate a commitment to your own Continuing Professional Development (CPD) and supporting the development of others.

Key responsibilities

- Assist in managing children's transition into the school and from Foundation Stage to Year One;
- Contributing to the review and selection of appropriate early years teaching resources;
- Contribute to the creation of a positive and stimulating learning environment;
- Contribute to making Hallfield Primary a school of choice within the local/wider community;

Curriculum

The Foundation Stage class teacher will:

- Develop the Early Years Foundation Stage (EYFS) curriculum area to meet the needs of all children, including their moral, spiritual, cultural, social, intellectual and physical development and promote and uphold equal opportunities for all children.
  Specifically:
    - Ensure the curriculum is driven by creative and innovative approaches so that it is judged as outstanding by Ofsted;
    - Develop the EYFS curriculum area in accordance with children's needs and the statutory requirements of the EYFS Framework;
    - Identify and produce action plans to tackle areas of underachievement by children;
    - Be aware of the latest curriculum developments and research on learning in early years practice;
    - Ensure a close match between the curriculum, the educational direction of the school and the continuing raising of standards;
    - Ensure that the needs of children of all abilities are effectively met.
- Be responsible for the development and review of detailed schemes of work consistent with Hallfield Primary's values and general aims and objectives and with the requirements of the EYFS Framework.

Teaching and learning

Manage children's learning through delivering a curriculum based on the school's vision; in particular:

- Promote the learning of English;

    - Maximise the use of the outdoor learning environment in the planning and delivery of teaching and learning;
    - Ensure children have frequent opportunities to engage in experiential learning activities:
- Ensure that learning excellence is at the heart of planning and delivery in the classroom;
- Ensure children feel happy, safe, and supported in the classroom and that any barriers to their learning and progress are addressed or removed;
- Get to know every child as an individual and their families so you can effectively nurture him or her whilst in your class;
- Plan and resource differentiated tasks, appropriately grouping children, and balancing their time so all groups receive teacher support;
    - Look for ways to engage children (especially the most able) in independent learning;
    - Work with SEND and EMA staff and support staff in order to benefit from their specialist knowledge, and to maximise their effectiveness within lessons;
- Implement school policies designed to secure high standards of behaviour and attendance. Promote and reward positive behaviour;
- Advise and co-operate with the Leader of Learning and other teachers on the preparation and development of schemes of work, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;
- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enrich children' learning and contribute to the wider community;
- Be prepared to take responsibility for other school subjects as directed by the Headteacher.

Monitoring, Assessing, Recording, Reporting and Accountability

- To be familiar with and participate fully in statutory assessment and reporting procedures;
- To set individual targets for achievement and to participate fully in analysing the outcomes in order to identify further ways to improve performance and achieve the expectation that all Foundation Stage make outstanding progress;
- To assess and mark children' work systematically and constructively and to use the results to inform future planning, teaching and curricular development;
- Run assessment for learning in the classrooms and establish the next steps in teaching to engage children in a dialogue about their progress;
- Meet regularly with teaching assistants to plan individual, data-informed interventions;
- Participate in termly academic review meetings to share pupil performance information with parents;
- Keep an accurate register of children and ensure unexplained absences or patterns of absence are reported immediately in accordance with school policy.

Professional Standards and Development

- Be a role model to children through personal presentation and professional conduct;
- Be familiar with the School Handbook and support all the School's policies, e.g. those on Health and Safety, Child Protection, Teaching and Learning, Assessment and Reporting;
- Establish effective working relationships with professional colleagues and associate staff, and contribute to effective team working;
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal responsibilities and responsibilities relating to all current legislation, including the role of the education service in protecting children;
- Liaise effectively with parents and with other agencies with responsibility for children' education and welfare;
- Participate in meetings at the school that relate to the school curriculum, assessment procedures, staff training, or the administration or organisation of the school;
- Engage with effective development programmes, local partners and school improvement organisations.

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Hallfield Primary (EYFS) Class Teacher: Person Specification

This section outlines the skills and experience against which candidates for this position will be assessed. The selection panel will expect candidates to show knowledge and understanding of each area, and to show how they have applied (or are aware of how to apply) this knowledge and understanding in contexts relevant to Hallfield Primary School. You should provide clear and objective evidence of how you meet these requirements when completing your application. Short-listed candidates will be involved in a variety of activities directly related to the Person Specification that will form part of the evidence base.

The panel will assess the following:

- Application form (A)
- Interview meeting and interview day activities (I)
- Lesson observation exercise (L)
- References and other pre-employment checks (R)

We may take up references for short-listed candidates *before* inviting to interview. Please therefore provide names and contact details of two professional referees with your application.

	Essential	Desirable	Measured
Commitment to AB school vision	Shares the founding vision and ethos for Hallfield Primary School: (Please visit the school and look on the the school's website) Excited by the chance to contribute to Hallfield Primary, and driven to do what it takes to succeed		A/I
Knowledge and Experience	1-2 years post-qualification teaching experience in a primary setting Recent experience of teaching Early Year /KS 1 children	Knowledge of Early Years Foundation Stage curriculum and new Early Years Framework	A/I
Education and Qualifications	Degree or equivalent Teaching qualification/ QTS Recent and relevant professional development / training	Early Years Professional Status (for Foundation Teacher)	A/I
Teaching and Learning	Evidence of excellent teaching and learning and how this has been evaluated Ability to develop creative and innovate strategies for performance improvement Evidence of robust planning and delivery of relevant schemes of work to show what engages children and enables them to make excellent progress	Committed to continuous learning for the entire school community Awareness of current curriculum issues and educational developments	A/I/L
Partnership and community links	Track record of, and genuine belief in, the importance of the parent / carer and community in children's education	Experience of developing community and pupil involvement in schools	A/I
Personal attributes	Ability to communicate and deal sensitively with adults and children Genuine understanding of children and commitment to develop each as an individualConfidence to build a creative learning culture and to try new things Value diversity and the unique contribution that every individual makes to the learning communityAble to prioritise and delegate, and implement tasks sensitively and flexibly		I/A/L