**Role Profile: Class Teacher (FTC)**

**Purpose**

North Bridge House Nursery and Pre-Prep are happy, caring, and energetic schools. Each child is encouraged to reach their full potential and develop a passion for learning. Our dedicated, well-qualified team is committed to providing the best educational experience for every child. Our teachers assist in promoting the education, welfare, and personal care of pupils, having regard to the aims and objectives of North Bridge House Nursery and Pre-Prep policies.

**Key Accountabilities**

The duties listed below are not an exhaustive list of what is required:

The Class Teacher will:

* Implement and adhere to agreed school policies and guidelines.
* Support initiatives decided by the Head of School and Executive Head.
* Work in partnership and fully support the SLT and Head of School in the implementation of school policies and practices and in the development of the school.
* Work alongside the DSL and the DDSL to ensure that the safeguarding policy is followed and the statutory EYFS and KS1 requirements are maintained.
* Be an excellent role model of outstanding practice always.
* Have class teacher responsibility for one class, and to be flexible when necessary, depending on the needs of the school.
* Ensure that the requirements of the Early Years Foundation Stage including arrangements for assessment and moderation are met.
* Plan appropriately to meet the needs of all pupils, through careful differentiation of tasks.
* Set regular homework that supports learning outside of school.
* Ensure the delivery of a creative and stimulating curriculum.
* Be able to set clear targets, based on prior attainment, for pupils’ learning.
* Provide clear guidance for each pupil on successes and next steps through quality feedback and marking.
* Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils.
* Keep appropriate and efficient records, integrating formative and summative assessment into planning.
* Work with school leaders to track the progress of individual children and intervene where pupils are not making progress.
* Report to parents on the development, progress and attainment of pupils.
* Promote the school’s code of conduct amongst pupils, in accordance with the school's behaviour policy;
* Participate in meetings which relate to the school's management, curriculum, administration, or organization.
* Communicate and co-operate with specialists from outside agencies.
* Make effective use of ICT to enhance learning and teaching.
* Lead, organise and direct support staff within the classroom.
* Participate in the performance management system for the appraisal of their own performance, or that of other teachers.

The postholder is accountable to the Headteacher and Executive Headteacher.

**Safeguarding Responsibilities**

* To comply with safeguarding policies, procedures and code of conduct
* To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
* To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy.
* To engage in safeguarding training when required

**Person Specification**

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|  | **Essential** | **Desirable** |
| **Qualifications** | * Qualified Teacher Status (QTS).
* BEd or
* Undergraduate Degree & PGCE.

  | * Early Years Professional Status.

• Early Years Foundation Stage (EYFS) assessment, observation, planning and training. • Paediatric first aid training. |
| **Skills** | The successful candidate will have:* An in-depth knowledge and understanding of the national primary strategies, national curriculum, EYFS and KS1.

• In-depth knowledge of current legislation and the application of such in schools. • An ability to take a lead role in innovative curricular development. • An understanding of curriculum and pedagogical issues in relation to EYFS and KS1.* Creative and stimulating teaching strategies which engage and motivate pupils.
* An ability to analyse, understand, interpret and respond to school performance data.

• An ability to maintain consistently high standards and ensure quality of teaching. • An ability to promote and sustain high standards for pupils. • A wide knowledge of educational terminology. • A clear understanding of child development and how this contributes to teaching strategies and learning styles. | • A clear understanding of how to monitor staff performance and communicate this to a senior leadership team• Knowledge of the principles of good practice relating to staff supervision. • An ability to identify problem areas and suggest appropriate measures for improvement. • An understanding of professional development opportunities for EYFS and KS1. |
| **Experience** | The successful candidate will have: • At least two years of classroom leadership and management experience, in an EYFS environment. • Demonstrable experience of monitoring and evaluating teaching. • Experience monitoring and recording pupils’ academic development.  | Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties. • Experience of “See Saw” journals (or similar) • Experience working alongside a senior leadership team to develop the quality of teaching and learning within a school. |

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|  | **Essential** | **Desirable** |
| **Personal Qualities** | The successful candidate will have: • Excellent communication skills, both written and verbal. • An ability to engage effectively with parents/carers • Demonstrable leadership qualities, e.g. assertiveness, confidence, etc. • An ability to establish and maintain professional working relationships. • An ability to manage and prioritise a demanding workload, and that of others, if necessary. • A high level of accuracy and attention to detail. • Excellent time management skills and organisation. • An ability to model good practice and engage in self-reflection. • An ability to think strategically and manage problems. The successful candidate will be: • Flexible, reliable, enthusiastic and patient. • Inspiring and influential. • Able to take control, lead and manage situations. • Consistent in modelling good practice and behaviour |  |

**Key Stakeholders:**

**Reporting to Headteacher & Executive Head Teacher**

**Internal – Pupils, Colleagues, Parents**

**External – Cognita, Inspectorates, Parents, Peri Teachers**

**Signed: ………………………………………….**

**Name (print): …………………………………..**

**Date: ……………………………………………..**