Mr Andrew Young BA Hons QTS NPQSL
Headteacher
Little Gaddesden CE Primary School
Church Road
Little Gaddesden
HP4 1NX

Class Teacher

- **Pay Scale:** M1 - M6 (£35,602 - £48,479 including fringe) Dependant on experience
- **Salary Terms:** Pro-rata
- **Contract Type:** Permanent

Job Description

School Vision & Values

Vision: *"Together in Community"* — Built on our Christian values and rooted in the parable of the Good Samaritan.

Core Values: KINDNESS – ENDEAVOUR – UNDERSTANDING

At Little Gaddesden C of E Primary School, we cultivate a warm, inclusive, and high-aspiring family environment where every child feels safe, valued, and inspired to live "life in all its fullness" (John 10:10). As a Church of England school, our Christian ethos underpins all aspects of school life, driving our commitment to academic excellence, pastoral warmth, and personal growth.

Purpose of the Role

To provide inspiring, high-quality teaching to a mixed-age Key Stage 1 class (Years 1 and 2), creating a nurturing, structured, and inclusive learning environment where every child flourishes. The KS1 Class Teacher will maintain high standards of behaviour management, ensure rapid and sustained pupil progress across core and foundation subjects, and act as an active, sympathetic champion of our Christian vision and values.

Key Responsibilities & Duties

Teaching, Curriculum & Mixed-Age Pedagogy

- Plan and deliver well-structured, engaging, and ambitious lessons across the Key Stage 1 National Curriculum, tailored specifically to a mixed-age cohort.
- Employ effective differentiation, flexible grouping, and scaffolding to ensure seamless progression for both Year 1 and Year 2 pupils across all attainment levels.
- Drive high standards in early literacy, systematic synthetic phonics, early reading, and core mathematics, facilitating a smooth transition from EYFS into LKS2.
- Utilise a range of active, multi-sensory, and inquiry-based teaching strategies that stimulate curiosity, independence, and critical thinking.

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Behaviour Management & Classroom Culture

- Establish and maintain high expectations of pupil conduct, setting clear routines and boundaries in line with the school's positive behaviour policy.
- Foster a calm, respectful, and safe classroom atmosphere where pupils show kindness, endeavour, and understanding toward peers and staff.
- Apply positive behaviour management techniques consistently, encouraging self-regulation, resilience, and pride in work.

Inclusion & Adaptive Practice

- Adapt teaching thoughtfully to support pupils with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and disadvantaged pupils, ensuring barrier-free access to learning.
- Work closely with the SENCo, higher-level teaching assistants, and classroom support staff to implement Individual Education Plans (IEPs) and EHCP provisions.
- Promote equity, equality, and diversity in the classroom, ensuring every learner feels recognized, respected, and supported to succeed.

Assessment, Recording & Reporting

- Conduct regular formative and summative assessments to track pupil progress, identify learning gaps, and inform future planning.
- Provide constructive, timely feedback to pupils (both oral and written) to accelerate learning and help children understand their next steps.
- Prepare accurate reports for parents and carers, participating in parents' evenings and multi-agency reviews as required.

Pastoral Care, Wellbeing & Christian Ethos

- Actively support and contribute to the school's Christian ethos, school collective worship, and community events, showing alignment with our core values.
- Promote the emotional, social, and spiritual wellbeing of all pupils, building trusting and warm relationships with children and families.
- Provide strong pastoral care, identifying safeguarding or welfare concerns promptly and adhering strictly to school reporting procedures.

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Professional Collaboration & Safeguarding

- Work collaboratively with colleagues across year groups, participating in team planning, moderation, and whole-school curriculum development.
- Engage actively in continuous professional development (CPD), self-reflection, and performance management.
- Maintain an up-to-date knowledge of statutory safeguarding guidelines (*Keeping Children Safe in Education*) and adhere strictly to all child protection and safety protocols.

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Person Specification

Key:

- **E** = Essential | **D** = Desirable
- **Assessment Method: A** = Application Form | **I** = Interview | **R** = Reference

1. Qualifications & Training

Criteria	E / D	Assessment
Qualified Teacher Status (QTS) and recognised Degree	E	A
Evidence of recent, relevant professional development in KS1 primary curriculum and assessment	D	A/I
Specialist training in Early Literacy / Phonics	D	A/I

2. Knowledge & Understanding

Criteria	E / D	Assessment
Proven successful experience teaching within Key Stage 1	E	A/I/R
Experience of working within a mixed-age classroom setup	D	A/I/R
Experience in successfully planning for and supporting children with SEND, EAL, or additional needs	E	A/I/R
Demonstrated track record of raising attainment and securing strong pupil progress	E	A/I/R

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3. Experience

Criteria	E / D	Assessment
Thorough knowledge of the Key Stage 1 National Curriculum and age-related expectations	E	A/I
Clear understanding of mixed-age pedagogy, including strategies for two-year curriculum cycles and multi-level differentiation	E	A/I
Deep understanding of early reading acquisition, phonics, and early mathematical development	E	A/I
Comprehensive knowledge of inclusive teaching practices and the SEND Code of Practice	D	A/I
Secure, up-to-date knowledge of statutory Safeguarding and Child Protection regulations (KCSIE)	E	A/I

4. Skills & Abilities

Criteria	E / D	Assessment
Outstanding classroom and behaviour management skills rooted in positive reinforcement and clear boundaries	E	A/I/R
Ability to adapt teaching dynamically to meet individual learning styles, abilities, and age groups	E	A/I
Strong interpersonal and communication skills to build warm, productive relationships with pupils, parents, and colleagues	E	A/I/R
Excellent organization, time-management, and multi-tasking skills required for a part-time role	E	A/I

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Sympathetic to and supportive of the Christian ethos, vision, and core values of Little Gaddesden C of E School (Kindness, Endeavour, Understanding)	E	A/I
Deep commitment to educational inclusion, child welfare, and closing learning gaps	E	A/I
Reflective, resilient, and collaborative mindset with a desire to contribute positively to whole-school life	E	I/R
Passionate, empathetic, and approachable demeanor with high expectations for every child	E	I/R

5. Personal Qualities & Values

Criteria	E / D	Assessment
Sympathetic alignment with the Christian values and inclusive ethos of Little Gaddesden C of E School (**Kindness, Endeavour, Understanding**)	**E**	I
High degree of professionalism, discretion, and strict adherence to confidentiality guidelines	**E**	I / R
Flexible, adaptable, and practical approach to daily tasks	**E**	I / R
Genuine care, enthusiasm, and joy in helping young children succeed	**E**	I