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## The Greenfield & Hurst Drive Federation

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### Job Description and Person Specification – Class Teacher

#### Introduction

The Greenfield and Hurst Drive Federation consists of two schools: Greenfield Nursery School and Hurst Drive Primary School. They are situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. We are privileged as a federation to serve children from a rich and diverse local community and are committed to providing the very highest quality education for all our children.

#### Vision Statement

As a federation, we believe in striving for success for all our children through working together within and across our schools and the wider community. We believe in the importance of fostering strong relationships that support children's learning and development.

Our vision is that all children who attend our schools will be successful academically. We consider it of equal importance that they are successful in their social, emotional, cultural and cognitive development.

#### Title and Grade of Post

Post Title: Class Teacher Pay Scale: MPS / UPS  
Contract type: Permanent  
Hours: Part time (0.6)

#### Purpose of the Job

To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the head teacher in a courteous, helpful and positive manner.

#### Employment Duties

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school or on-line.

## **Main purpose**

The Teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document (STPCD)
- Meet the expectations set out in the Teacher's Standards
- Fulfil duties reasonably directed by the Headteacher

*N.B. The duties listed below are not an exhaustive list of requirements.*

## **Key responsibilities**

**Teaching:**

- Be responsible for the quality of the teaching and learning of all pupils who are assigned to the post holder
- Plan and teach well-structured lessons to assigned classes, following the school's plans and curriculum
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils
- Participate in arrangements for preparing pupils for examinations.

**Whole-school organisation, strategy and development:**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the school's vision and values
- Work with others on curriculum and/or pupil development to secure coordinated outcomes.

**Health and Safety:**

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality, security, data protection; and report all concerns to an appropriate person
- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.

**Working with colleagues and other relevant professionals:**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues.

**Management of staff and resources:**

- Direct, supervise and provide support to support staff assigned to them and, where appropriate, other teachers
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- Monitor quality and standards of resources delegated to them.

**Professional development:**

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching and overall performance
- Where appropriate, take part in the appraisal and professional development of others.

**Communication:**

- Communicate effectively with pupils, parents/carers, colleagues, wider school community and governors.

**Person Specification – Class Teacher**

	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Educated to degree level</li> <li>• Qualified teacher status (QTS) or a degree (i.e. to allow for QTS to be achieved)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of appropriate professional development (e.g. NPQML, NPQEYL)</li> <li>• Early Years qualification (e.g. Primary 3-7)</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Certificates</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Class teaching in EYFS</li> <li>• A track record of excellent classroom/teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 3 years' experience teaching</li> <li>• Experience of teaching in a Nursery</li> <li>• Subject leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• A secure understanding of the Statutory Framework for the Foundation Stage</li> <li>• Knowledge of what constitutes high quality teaching and learning.</li> <li>• Knowledge of special educational needs and disabilities, including how to support pupils with SEND in the classroom</li> <li>• Understanding of summative and formative assessment and how they contribute to pupil's progress</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the National Curriculum</li> <li>• Knowledge of child development (0-3 years)</li> <li>• Understanding of therapeutic approaches to behaviour management and trauma informed practice</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview (lesson observation)</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge of how to manage pupil's behaviour and promote effective behaviour for learning</li> <li>• Secure knowledge of Part 1 of 'Keeping Children Safe in Education; for schools and colleges including what staff should do to support the welfare of children and young people</li> </ul>		
<b>Professional Skills</b>	<ul style="list-style-type: none"> <li>• Excellent standard of written English</li> <li>• Ability to analyse pupil data effectively and use that analysis to inform planning to improve pupil outcomes Ability to build strong positive relationships with pupils which allows them to thrive and succeed</li> <li>• Ability to build strong, professional relationships and work well as part of a team</li> <li>• Ability to set high expectations for all pupils and to plan and teach lessons which motivate and inspire</li> <li>• A commitment to providing equity of opportunity and inclusion for all</li> <li>• Ability to maintain confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Have experience in coaching and/or mentoring.</li> <li>• Have experience in leading a large team</li> </ul>	<ul style="list-style-type: none"> <li>• References</li> </ul>
<b>Person attributes and aptitude</b>	<ul style="list-style-type: none"> <li>• Passionate about teaching and learning, and providing a high quality of education for all</li> <li>• Committed to maintaining high expectations in all aspects of their work</li> <li>• Committed to continuous professional development</li> <li>• Enthusiastic with an engaging teaching style (i.e. to inspire pupils to learn, to build supportive relationships)</li> <li>• Approachable, with good teamwork skills (i.e. helping colleagues, children</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview (i.e. lesson observation)</li> <li>• References</li> </ul>

	<p>and parents/carers alike to ensure best possible outcomes for children)</p> <ul style="list-style-type: none"><li>• Punctual and organised; able to prioritise tasks and manage own time effectively</li><li>• Resilient and resourceful; always looking for ways to solve problems and pre -empt those which might occur</li></ul>		
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