

JOB DESCRIPTION for TEACHERS



Walter Infant School and Nursery
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To be the best I can be!

Mission Statement

Walter Infant School is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, kindness, honesty, empathy and resilience

All teachers work within the statutory conditions of employment set out the current School Teachers' Pay and Conditions Document. All teachers at Walter Infant School are expected to work within the Teachers' Standards. Walter Infant School is an Equal Opportunities Employer.

Part Time Job Share in Year 1

WE ARE A VALUES BASED SCHOOL COMMITTED TO INCLUSION

JOB PURPOSE

- To carry out a class teacher's professional duties in line with the teachers standards and to have responsibility for a key stage one class in collaboration with other colleagues within the year group.
- To plan, prepare and resource teaching and learning experiences for all abilities and needs within the class.
- To ensure that all children have access to the National Curriculum and that their needs are met through differentiation, provision and support to ensure that 'no child is left-behind'.
- To be responsible for the day-to-day teaching, learning and care of a class and the safety and welfare of the pupils; during on-site and off-site activities including SEND and safeguarding.
- To maintain high standards in all aspects of teaching and learning, including but not limited to, pupil progress and attainment, behaviour, curriculum, assessment and social and emotional well-being.

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

- Working under the direction of the Year Group Leader, Deputy Headteacher or Headteacher; this post will be performance managed by the Headteacher.
- Working as a part of a job share partnership

MAIN DUTIES AND RESPONSIBILITIES

Set high expectations which inspire, motivate and challenge pupils

- To create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning across the year group and beyond.
- To meet clear targets, based on prior attainment, for pupils' learning.

Promote good progress and outcomes by pupils

- To support the year group by planning to meet the needs and the interests of the children ensuring that all requirements of the curriculum are met.
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks/having the highest expectation of every child, believing that every learner has unlimited potential for development.
- Manage and resource a classroom that will encourage the development of all aspects of children's learning. In particular, to encourage children's independent use of resources and involvement in their learning.
- To prepare for opportunities to develop the social, emotional and cultural aspects of pupils'

learning.

- To lead and ensure effective use of support staff within the classroom, including volunteers,
- To liaise with outside agencies when appropriate eg. Educational Psychologist, to contribute positively to the education of the children concerned.
- To work in partnership with parents, carers and appropriate agencies to ensure good quality provision for all children and report to parents on the development, progress and attainment of pupils.
- To communicate and consult with parents over all aspects of their children's education – academic, social and emotional, including annual reports.

Demonstrate good subject and curriculum knowledge

- Contribute to the development and co-ordination of a particular area of the curriculum (unless an ECT in their first year)
- To be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements.

Make accurate and productive use of assessment

- Monitor children's progress, keep records and evaluate children's achievements.
- To maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress.

Follow a Therapeutic Approach to supporting children with pro-social behaviours to ensure an effective and safe learning environment

- To ensure that children behave in a pro-social way (as far as they are able to), supporting children effectively and safeguarding their health and safety.
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy.

Professional Development

- To continue personal professional development.
- To ensure that school policies and values are reflected in daily practice.
- To support the Headteacher and all colleagues in promoting the vision, values and ethos of the school.
- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.
- To promote equity as an integral part of the role and to treat everyone with fairness and dignity.
- To behave professionally, observing confidentiality boundaries at all times and to act as a role model for pupils, colleagues and visitors.

SPECIAL/OTHER REQUIREMENTS OR RESPONSIBILITIES OF THIS POST

Enhanced level of DBS check is required for this post.
Level 1 H&S Responsibilities are applicable to this post (training will be given)
Level 2 Safeguarding Responsibilities are applicable to this post (training will be given)

