

JOB DESCRIPTION

TITLE	Class Teacher (Nursery)
BASIC FUNCTION	The Class Teacher has a full-time teaching commitment.
ACCOUNTABILITY	The Class Teacher is directly accountable to the Head of Nursery for the day-to-day administration of his/her class and, through him/her, to the Deputy Head (Early Education).
AUTHORITY	The Class Teacher has authority as delegated by the Head of Nursery and the Deputy Head (Early Education).
RELATIONSHIPS	The Class Teacher works closely with the Nursery Nurses, Nursery Teacher Assistant, with parents of his/her class, with specialist teachers and with the other Nursery staff.
KEY TASKS	<ul style="list-style-type: none">(a) Teaching The Class Teacher has a full-time teaching commitment. He/she will familiarise himself/herself with, and adhere to, school policies.(b) Curriculum and Assessment The Class Teacher will track children's progress and complete individual learning plans and relevant trackers for each child and, with colleagues, will continue to develop the curriculum.(c) Pastoral Care The Class Teacher is responsible for the pastoral care of the children in her class, along with the Head of Nursery and the Assistant Head (Early Education).(d) Management of Staff The Class Teacher is responsible for leading the room team on a daily basis with the support of the Head of Nursery.(e) Administration The Class Teacher is responsible for the effective administration of his/her class, including the distribution of letters to parents and the completion of all necessary record keeping.(f) Reporting The Class Teacher is responsible for reporting to parents about each child's progress, both verbally and in written form.

(g) **Extra-Curricular Activities/Responsibilities**

The Class Teacher is expected to play an active part in the extra-curricular life of the school. Details of exact commitments are set out in his/her letter of appointment.

(h) **Other Tasks**

The Class Teacher will undertake any other tasks, as directed by the Head of Nursery or other members of management within the Junior School, which may be reasonably put to him/her in support of the Junior School's function.

**STAFF DEVELOPMENT
AND PRD (Appraisal)**

The Class Teacher is expected to take advantage of the opportunities provided for CPD.

The Class Teacher is the Line Manager for the Nursery Nurses and Nursery Teacher Assistant in her Nursery room.

The Class Teacher will be professionally reviewed by the Deputy Head (Early Education), and post-PRD checked by the Assistant Head (Early Education), in accordance with school policy.

Job Specification for a Classroom Teacher

Every teacher in the Junior School is expected to possess, or work towards possessing, the competencies and skills which are recognised nationally by the GTC and in accordance with the schools' policies. These competencies and skills are listed below.

Curriculum content

- demonstrate a sound knowledge of, and practical skills in the subject forming the content of his/her teaching, at a level which allows him/her to stimulate and challenge children, and to recognise and address barriers to children's learning specific to the subject being taught.
- be able to play his/her full part in developing children's skills in literacy and numeracy.
- be able to use ICT and appreciate how to apply it effectively in learning and teaching (once trained).
- contribute to the personal and social education of children within the schools.
- with colleagues, be able to plan and prepare coherent teaching programmes and lessons, including homework, which ensure continuity and progression in children's learning.
- have a knowledge of the learning process, curriculum issues and child development.

Communication and approaches to teaching and learning

- be able to motivate and sustain the interest of all children in a class.
- explain to and communicate with children clearly and in a stimulating manner.
- question children effectively, and respond to their questions and support their contribution to discussions.
- employ a range of teaching strategies, including use of homework, to reinforce and extend work in class, and be able to select strategies appropriate to the subject, topic and children's needs.
- select and use in a considered way, and in a number of different learning and teaching situations, a wide variety of resources.
- demonstrate the ability to teach individuals, groups and classes.
- set expectations and pace of work which make appropriate demands on all children and ensure that more able and less able children are effectively challenged.

- identify and respond appropriately to children with difficulties in learning and recognise when to seek further advice in relation to their specific educational needs.
- respond appropriately to cultural, gender, linguistic, religious and social differences, and to disabilities among children.
- encourage children to take initiatives in, and become responsible for, their own learning.
- work co-operatively with other professionals and adults in the schools.
- set an example to children in conduct and appearance.
- evaluate and justify the approaches taken to learning and teaching.

Classroom Organisation and Management

- be able to organise classes and lessons to ensure that all children are productively employed when working individually, in groups or as a class.
- be able to demonstrate knowledge about, and to apply, the principles and practices which underlie good discipline and which promote positive behaviour.
- be able to create and maintain a stimulating, purposeful, orderly and safe learning environment for all children.
- be able to manage children's behaviour fairly, sensitively and consistently by the use of appropriate rewards and sanctions and know when it is necessary to seek advice.
- demonstrate a knowledge of, and contribute to, strategies to prevent bullying.
- be able to evaluate and justify actions when managing children's behaviour.
- Have a clear understanding of the school processes in place to support children's pastoral care.

Assessment

- demonstrate an understanding of the principles of assessment and the different kinds of assessment which may be used.
- be able to assess children's attainment in line with the schools' policy and against national standards where assessment leads to certification.
- be able to monitor, assess, record and report on aptitudes, needs and progress of individual children.
- be able to provide children with constructive oral and written feedback on their progress on a regular basis.
- be able to use the results of assessments to evaluate and improve teaching and to improve the standards of attainment.

National and whole school issues

- demonstrate an understanding of the Scottish educational system.
- demonstrate a knowledge of and uphold and support the schools' policies, schools' Development Plans and his/her department's Development Plan.
- demonstrate a working knowledge of his/her contractual, pastoral and legal responsibilities.
- demonstrate an awareness of his/her responsibilities for contributing to the ethos of the school, for example, by promoting positive relationships among staff, parents and children.
- be able to report to parents about their children's progress and discuss matters related to their personal and social development in a sensitive and constructive way.
- demonstrate an understanding of the way roles and responsibilities are shared among staff and how to obtain help from staff within the schools, including those with responsibility for the curriculum, guidance, learning support and staff development.
- be willing and able to contribute to the extra-curricular life of the schools.
- demonstrate an understanding of and adhere to the guidelines in the ESMS Child Protection Policy.

The values, attributes and abilities integral to teachers

- be committed to and enthusiastic about teaching as a profession and encouraging of children to become learners.
- be committed to promoting children's achievements and raising their expectations of themselves and others, in collaboration with colleagues, parents and Governors.
- value and promote the moral and spiritual well-being of children.
- self-evaluate the quality of his/her teaching and set and achieve targets for Professional Review and Development.
- demonstrate the abilities associated with analysing situations and problems, seeking solutions and exercising sound judgement in making decisions.
- value and promote equality of opportunity and fairness, and adopt non-discriminatory practices, in respect of age, disability, gender, race or religion.
- demonstrate a commitment to undertaking Continuing Professional Development in order to keep up-to-date with and respond to changes in education.