THE ORCHARDS FEDERATION

JOB DESCRIPTION

Job Title: **Nursery Class Teacher**

Contract: **Fixed Term until 31/08/2027**

Grade: **Mainscale**

Primary Purpose of Role: To provide an effective education for pupils as outlined in the Teacher's Standards Framework and by meeting all the statutory requirements

Responsible to: Deputy & Head Teacher of The Orchards Nursery
Executive Head Teacher of The Orchards Federation

Main Duties

- To fulfill the Conditions of Employment for Teachers other than Head Teachers as stated in the current School Teachers Pay and Conditions Document.

- To establish a purposeful learning environment in which diversity is valued and where pupils feel secure and confident.

- To teach clearly structured lessons or sequences of work, which interest and motivate all pupils and in which:
    - pupil's learning needs and abilities are taken into account and lessons are adapted to ensure all learners learn
    - High expectations are at the forefront of all interactions
    - learning objectives are made clear to pupils
    - interactive teaching methods and collaborative group work are employed
    - active and independent learning is promoted that enables pupils to think for themselves and to plan and manage their own learning

- To consistently follow the school's behaviour policy and establish strategies for recognising, encouraging and rewarding good behaviour, to manage pupils' behaviour appropriately, and to promote self-regulation and independence.

- To set challenging teaching and learning objectives which are relevant to and based on your knowledge of all pupils and take account of:
    - their learning needs and abilities
    - evidence of their past and current achievement
    - the expected standards for pupils of the relevant age range, and the range and content of work relevant to that phase

- To make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and to use this information to inform your own planning and teaching.

- To monitor and assess as you teach, giving immediate and constructive feedback, which supports pupils as they learn, requiring pupils to reflect on, evaluate and improve their own performance.
- To demonstrate effective communication with parents and carers.

- To demonstrate and promote, through your professional practice, teaching and management of behavior, the positive values, attitudes and behaviour expected of all pupils and staff.

- To call on the support and guidance of colleagues, specialist teachers and other professionals in order to maximize effective teaching and learning.

- To use ICT effectively in your teaching.

- To recognise and respond effectively to equality and diversity in the classroom, including the management of challenging behaviour as appropriate (in accordance with school policies) and to maximize opportunities to explore and promote these through teaching and learning.

- To demonstrate commitment to your professional development by evaluating your own practice and learning from the effective practice of others and through research.

- To work as part of a larger team and have a highly collaborative approach to planning and delivery and to ensure all staff, including Teaching Assistants, are deployed effectively.

Updated: 25 March 2024

THE ORCHARDS FEDERATION

PERSON SPECIFICATION

Job Title: **Nursery Class Teacher**

Contract: **Fixed Term until 31/08/2027**

Grade: **Mainscale**

Candidates with a disability are guaranteed an interview if they meet the essential criteria

MINIMUM ESSENTIAL REQUIREMENTS

Qualifications

- To have completed DFE recognised initial teacher training course leading to Qualified Teacher Status;
- To have recent, relevant experience of working in EYFS

Professional Values and Practice

- Positive views on collaboration,
- Effective communication skills to develop the partnership with pupils, parents/carers and colleagues,
- A commitment to working as part of a highly collaborative team,
- Awareness of the school environment, including links with the local community,
- Awareness of the professional values and behaviour expected of teachers,
- Commitment to professional development including research to further own practise.

Knowledge and Understanding

- Secure knowledge of the National Curriculum for Primary aged pupils,
- Experience of leading a subject area,
- Secure understanding of factors that may affect children's lives, learning and behaviours e.g. deprivation, trauma and SEND,
- Experience of using ICT effectively both in curriculum planning and teaching,
- Understanding of your responsibilities under the SEN Code of Practice,
- Knowledge and experience of developing a purposeful learning environment,
- Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning.

Planning, Expectations and Aspirations

- Knowledge and experience of applying a framework of curriculum planning which demonstrate good, quality first teaching and enables monitoring, assessment and recording of pupils' progress,
- Be able to flexibly identify next steps for pupils using assessments and adapt teaching to meet a range of needs,
- Understanding the role of other professionals in maximizing pupils' learning and able to demonstrate effective deployment of Teaching Assistants using advice given

Teaching and Class Management

- Organisational and time management skills to enable effective teaching of whole class, groups and individual pupils,
- Knowledge and experience of interactive teaching methods and collaborative group work, which enable pupils to take responsibility for their own learning,
- Experience of enabling pupils with different barriers to learning and of varying abilities (including EAL, SEMH, SEND) to maximise their learning through adaptive teaching and use of other adults,
- Awareness of equality issues, including maximizing opportunities to explore and promote equality and raise awareness of diversity through teaching and learning,
- Using a range of strategies to promote good behaviour and to manage Social and Emotional behaviours, within their own classrooms and across the school, through a deep understanding of reasons behind distressed behaviour.

Updated 25th March 2024

Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others
Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies
Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity
Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care
The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety
Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality
Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty
Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours
The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding
This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.