



F2 Class Teacher

Salary / grade range	MPS
Location	Co-op Academy Woodslee
Reports to	Executive Headteacher members of Senior Leadership Team

Purpose of role:

Co-op Academy Woodslee is looking to appoint an EYFS Teacher for our nursery/Reception to create an inspiring learning environment for our children, drive up academy standards, and prepare our pupils for the next stage in their education.

This is a critical role in developing our academy and proven experience in accelerating children's learning, assessing accurately and creating a vibrant vocabulary-rich environment is essential. A willingness to meet the new Early Years framework requirements and to continue that rigorous CPD programme of study is also vital to this role.

To be committed to safeguarding and protecting the welfare of children and vulnerable adults as the number one priority.

To promote and demonstrate the Co-op Ways of Being and ethical values.

Act within the statutory frameworks, which set out professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards*.

Key accountabilities (and specific duties / responsibilities):

Set high expectations which inspire, motivate and challenge pupils by:

- Undertake all the professional duties of a teacher, under the terms and conditions specified in the current School Teachers' Pay and Conditions Document, and under the reasonable direction of the Head teacher
- Assist the Head teacher and Senior Leadership Team in the management and development of the academy through the duties and responsibilities detailed below
- Show a commitment to the ethos, aims and policies of the whole academy, and strive to maintain these through personal conduct and effective relationships with colleagues and pupils
- Establishing a safe and stimulating environment for pupils, rooted in mutual



respect

- Setting goals that stretch and challenge ALL pupils
- Leading by example and demonstrating consistently the positive attitudes, values and behaviours, which are expected of all pupils in line with the ethos and values of the school

Class Teacher Responsibilities:

- To be patient, kind and understanding to each and every pupil and as inclusive as possible in every classroom practice
- To plan work for the class in accordance with new Early Years curriculum and academy curriculum policies and in cooperation with subject leaders and the leadership team to ensure that the children experience a broad, balanced, relevant and stimulating curriculum
- To ensure a close match between the learning experience offered, and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability
- To make appropriate educational provision for children with SEND, children who are gifted and talented, disadvantaged children and those learning EAL, with support from the SENCo.
- Where possible, to make sure that planned work and learning focuses are based on clear pedagogical practices demonstrating knowledge of child development
- To provide children with opportunities to manage their own learning and become (age appropriate) independent learners
- To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and behaviour
- To foster each child's self-image and esteem and establish relationships which are based on mutual respect
- To use play movement to raise standards in the prime areas
- To set children high standards in the content and presentation of their work by the quality of displays of work
- To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning
- To plan opportunities to develop the social, moral, spiritual and cultural aspects of pupils' learning.
- To maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress
- To ensure effective use of support staff within the classroom
- Report appropriately to parents/carers on the needs and progress of their children
- Encourage the involvement of parents/carers in the education of their children and respond promptly to queries and concerns.
- Develop positive links with parents/carers, Governors, and the local community by supporting the academy's approach to community involvement and cohesion, including participation in school events and extra-curricular activities
- To participate in staff meetings as required
- To contribute to the development and coordination of a particular area of the curriculum



- To be part of a whole school team, working collaboratively and supportively with others
- To support the Head teacher in promoting the ethos of the academy and the implementation of the academy action plan
- To be responsible for promoting and safeguarding the welfare of all children and young persons
- To ensure that academy policies are reflected in daily practice
- To ensure our behaviour policy is upheld constantly
- To liaise with outside agencies when appropriate eg. Educational Psychologist
- To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the academy's Health and Safety policy and staff code of conduct
- To bring a healthy dose of fun, energy and sense of humour to EYFS

Resource Management

- To help create and maintain an attractive, effective and exciting environment for learning
- Identify resource needs, oversee their allocation and monitor their use

Wider Professional Effectiveness

- Support Early Years transition to Year 1
- Take responsibility for own professional development and use the outcomes to improve Quality of Education
- Make an active contribution to the policies and aspirations of the school including summer term 'Welcome Packs'
- Lead by example in matters such as classroom order, discipline, relationships, presentation and assisting other staff in demonstrating aspiration
- Initiate new ideas and encourage the development of curriculum content, organisation and the use of IT and maintaining an excellent learning environment
- Undertake child protection training

Professional Characteristics

- Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through
- Inspiring trust and confidence
- Working well within a team
- Engaging and motivating pupils
- Demonstrating the school values
- Analytical thinking, taking positive action to improve the quality of pupils' learning



Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none"> Qualified Teacher Status (Primary) or other educational qualification Qualified to degree level or above Evidence of further professional development 	D	(A) (A) (A)(I)
Experience <ul style="list-style-type: none"> Primary Teaching Experience Teaching a range of abilities and needs Planning and developing an effective Early Years environment with a focus on self-regulation Experience of working with PP children 	D D	(AI) (AI) (AI) (AI)
Skills, Ability, Knowledge <ul style="list-style-type: none"> Up to date secure knowledge of all primary curriculum areas including EYFS and early childhood development To have detailed knowledge of the EYFS Curriculum; A thorough knowledge of the standards in Year 1 and what it is to be <i>year 1 ready</i> A thorough up to date knowledge of the range of teaching, learning and behaviour management strategies and how to implement them effectively Knowledge of how to use local, national statistics to evaluate the effectiveness of teaching Clear understanding of the teaching of early reading and writing Clear understanding of metacognitive approaches To have the ability to create a purposeful and engaging learning environment to enrich/enhance 	D	(A)(I) (A)(I) (A)(I) (A)(I) (A)(I) (A)(I) (A)(I) (A)(I)



<p>continuous provision</p> <ul style="list-style-type: none"> • Able to play a full and active role in a team • Clear understanding of expectations, accountabilities and consistency • Motivated to continually improve standards and achieve excellence • Commitment to safeguarding and welfare of all pupils • Excellent classroom practitioner with research based understanding of how pupils learn • An understanding of Rosenshine's Principles • An understanding of trauma informed practice • Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward with knowledge of the Restorative Justice approach • Excellent communication, planning and organisational skills • Values and respects the views and needs of children • Commitment to promoting pupils' achievements and raising their expectations of themselves • Good organisational skills • A creative and exciting learning environment where children's work is well presented, demonstrates effective progress, well-tailored and marked well • To promote and demonstrate the Co-op Ways of Being and ethical values. • To lead by example driving standards, closing attainment gaps and sharing best practice • Commitment and enthusiasm about teaching as a profession and encouraging children to become effective learners 		<p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Understand when and how to seek advice and support • To have a good sense of humour 	D	<p>(A)(I)</p> <p>(A)</p>



<ul style="list-style-type: none"> • Able to develop and maintain good relationships with staff, parents, pupils, governors and the wider community • Committed to own professional development • Able to reflect on own practice and identify areas for improvement • Moral purpose (equality, children and adults treated with respect) • Excellent communicator (listening, putting message across) • Use of initiative 		(A)(I)
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		(A)(I)
		(A)(I)
		(A)(I)

- The Co-op Academies Trust is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.
- We are committed to equality of opportunity for all colleagues and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.
- All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Application (A)
Interview (I)
Presentation (P)
Observation (O)
Task (T)