

Job Description: EYFS/KS1 Class Teacher

Responsible to: Head of School, Deputy Head, Assistant Head

Main Purpose

The class teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document
- Meet the expectations set out in the Teachers' Standards

Duties and Responsibilities

Teaching

- Plan and deliver high-quality teaching grounded in strong EYFS pedagogy
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessments
- Set high expectations which inspire, motivate and challenge pupils to achieve their best
- Promote good progress and outcomes by pupils
- Understand and implement the SCERTS framework to inform children and young people's social communication and emotional regulation effectively and empathetically.
- Implement school accepted autism specific approaches (e.g. Total communication, sensory integration, Zones of Regulation, etc) into classroom practice as appropriate to the needs of the children in the class

Whole School Organisation, Strategy and Development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, to support the school's vision and values
- Make a positive contribution to the wider life and ethos of the school
- Lead, line manage and support a class team
In collaboration with the relevant leader, provide a positive role model for other staff and mentor new staff
- Ensure that administrative tasks are carried out efficiently (e.g. registers, incident reports, checking emails)

Health, safety and pupils sensory/emotional regulation

- Always promote the safety and wellbeing of pupils during the school day and during any agreed enrichment activities
- Provide a clear, purposeful, environment in class to support autistic learners

- With the support of key staff, promote the development of pupils sensory and emotional regulation following the school's processes and protocols (e.g. emotional regulation support plans and significant incident protocol)

Professional Development

- Take part in the academy's personal development and goal-setting cycle
- Take part in further training and development such as teachers' meetings, in-house training and other CPD
- Lead on the academy's personal development and goal-setting cycle of teaching assistants in their class

Communication

- Communicate effectively with colleagues, pupils, parents, and carers.
- Attend weekly briefings
- Check and respond to email communication effectively

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
- Work collaboratively with the Speech and Language Therapists and Occupational Therapist in curriculum delivery

Personal and Professional Conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Ensure that their own practice and that of their team responds to agreed school policies and procedures
- Adhere to our agreed professional standards and respect the confidentiality of information held in school.

Safeguarding

- Recognise, respond and reflect in relation to all safeguarding concerns by reporting to the DSL and working in line with KCSIE and the Ormiston Queensmill Safeguarding and Child Protection Policy.

Person Specification

Criteria	Qualities
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Qualifications and Experience	Essential <ul style="list-style-type: none"> • Qualified Teacher Status • Experience teaching in EYFS settings Desirable <ul style="list-style-type: none"> • EY qualification • Experience teaching in a SEND setting
Skills and Knowledge	<ul style="list-style-type: none"> • Knowledge of the National Curriculum and EYFS statutory Framework • Knowledge of effective teaching and learning strategies for autistic children • A good understanding of how autistic children learn • Ability to adapt teaching to meet pupils' needs • Ability to build effective, safe and trusting relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective strategies to support children's emotional regulation • Good ICT skills, particularly using ICT to support learning • Some knowledge of autism
Personal Qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively • Commitment to maintain confidentiality • Commitment to safeguarding and equality • Flexibility and adaptability due to the specific context of Ormiston Queensmill Academy and its complex children and young people • Ability to manage complex dysregulation in pupils • Passion and enthusiasm when working with autistic children and young people