



Yorkswood Primary School

Job Description and Person Specification: Class Teacher (ECT)

Post Title	Class Teacher (Early Career Teacher - ECT)
Salary Scale	Main Pay Range (MPR)
Contract Type	Fixed Term (One year initially)
Responsible To	Headteacher, Deputy Headteacher, and the Senior Leadership Team (SLT)
Responsible For	Identified support staff within the assigned classroom

1. Legal Framework and Statutory Duties

The professional duties of teachers (other than the Headteacher) are set out in the **School Teachers' Pay and Conditions Document (STPCD)** and describe the statutory duties required of all teachers. This job description is aligned with the STPCD and should be read alongside it. In addition, the specific requirements of the post of classroom teacher at Yorkswood Primary School, along with the particular duties expected of the post-holder, are outlined below.

2. Main Purpose of the Role

To implement and deliver a high-quality, broad and balanced curriculum that enables all pupils to achieve their individual potential. Under the direction of the Headteacher and the Senior Leadership Team, the post-holder will actively engage with Yorkswood's evidence-informed professional development framework and instructional coaching model to rapidly develop their pedagogical practice, raise standards of pupil attainment, and ensure an outstanding learning experience for all pupils.

3. Detailed Duties and Responsibilities

A. Teaching, Learning, and Curriculum Execution

- **Evidence-Informed Practice:** Teach pupils according to their educational needs, using classroom strategies strictly informed by cognitive science and contemporary research.
- **Responsive Teaching:** Use formative assessment systematically to diagnose gaps in understanding and adapt lessons, teaching methods, and programmes of work responsively.



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- **Diagnostic Feedback:** Set and mark work, providing precise verbal and written feedback that empowers pupils to know their next steps and make rapid progress.
- **Core Skills Integration:** Ensure that English and Maths are seamlessly incorporated into the curriculum where appropriate to facilitate personal and academic growth.
- **Target Setting:** Set appropriate, ambitious, and rigorous learning targets for pupils in line with whole-school policies and procedures.

B. School Culture and Behaviour Management

- **Sustain High Expectations:** Establish a safe, highly ordered classroom environment where exemplary behaviour, positive routines, uniform standards, and punctuality are the absolute norm.
- **Policy Consistency:** Rigorously, fairly, and consistently implement the school's behaviour, discipline, and assertive classroom procedures.
- **Inclusion and Equalities:** Promote and contribute to the implementation of the school's equalities and inclusion policies, ensuring all pupils have equal access to learning.
- **Support Staff Deployment:** Effectively organise, deploy, and direct classroom support staff to maximise their impact on pupil learning.

C. Professional Growth and Collaboration

- **Instructional Coaching:** Engage fully and proactively in the school's peer coaching and mentoring cycles, welcoming regular feedback and executing deliberate practice.
- **Performance Management:** Participate actively and positively in the school's staff development programme, statutory induction requirements of the Early Career Framework (ECF), and the Performance Management Review process.
- **Teamwork:** Collaborate effectively with school teams, fellow professionals, and other agencies to improve educational outcomes and build positive working relationships.

D. Management Information, Systems, and Administration

- **Record Keeping:** Maintain meticulous, accurate records and complete required documentation to assist in target tracking and pupil progress monitoring.
- **MIS & Registration:** Utilise Management Information Systems (MIS) and school software to record attendance, pupil data, and progress tracking data efficiently.
- **Health and Safety:** Comply with the school's Health and Safety Policy, undertake risk assessments as appropriate, and actively promote and safeguard pupil and staff welfare.

E. Communication, Liaison, and Community Life



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- **Parental Partnership:** Communicate effectively, professionally, and sensitively with the parents and carers of pupils regarding academic and personal development.
- **Liaison Activities:** Take part in school liaison activities such as Open Evenings, Parents' Evenings, Review Days, and collaborative events with partner schools.
- **Community Contribution:** Play a full part in the life of the school community and undertake any other reasonable duties as specified by the Headteacher.

4. Person Specification

Category	Essential Requirements	Desirable Requirements
Qualifications	<ul style="list-style-type: none"> ● Qualified Teacher Status (QTS) ● Degree-level qualification 	<ul style="list-style-type: none"> ● Evidence of recent engagement with educational research, cognitive science, or post-graduate study
Experience	<ul style="list-style-type: none"> ● Successful teaching experience within a primary setting during Initial Teacher Training (ITT) ● Experience planning and delivering structured lessons aligned with the National Curriculum ● Experience teaching in the specific required key stage or year group 	<ul style="list-style-type: none"> ● Experience participating in or leading school-wide CPD or self-evaluation activities
Skills & Knowledge	<ul style="list-style-type: none"> ● High-level communication, oral, written, and presentational skills ● Clear understanding of how children learn, develop, and progress through life stages and events ● Ability to establish, maintain, and develop positive behaviour, good order, and assertive discipline in the classroom ● Proficiency in the use of ICT, 	<ul style="list-style-type: none"> ● Knowledge of evidence-informed reading instruction (Systematic Synthetic Phonics) ● Ability to interpret classroom assessment data to track and analyse pupil progress ● Ability to contribute to curriculum development and innovation across a year group or phase



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Category	Essential Requirements	Desirable Requirements
	<p>school software, and Management Information Systems (MIS)</p> <ul style="list-style-type: none"> ● Understanding of how to direct and effectively supervise support staff in the classroom ● Deep understanding of safeguarding responsibilities, Health & Safety practices, and the role of the individual in promoting pupil welfare ● Knowledge of how to promote and implement equalities and inclusion policies in schools 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> ● A deeply coachable mindset and commitment to continuous professional self-evaluation ● Absolute determination to secure the best outcomes for all pupils ● Resilience, high emotional literacy, and the ability to collaborate effectively under pressure ● Commitment to maintaining strict confidentiality and safeguarding protocols at all times 	<ul style="list-style-type: none"> ● A passion for pedagogical innovation and educational research

Note: This job description is not your contract of employment. It may be amended at any time in consultation with the postholder, and will be reviewed annually as part of the performance management process.