Class Teacher (EYFS / KS1 / KS2)

Job Information

Reports to: Headteacher
Grade: Teachers Pay Scale
Hours: As per contract
Location: School Site (some Hybrid working may be required)
Health & Safety Responsibility: Level 2

Job Purpose

Class Teachers at Coley Primary School create joyful, safe and ambitious learning experiences for every child. Through high-quality teaching, warm relationships and a strong understanding of our Therapeutic Thinking approach, teachers help pupils thrive academically, socially and emotionally.

Safeguarding & Compliance

The post holder must follow all safeguarding, child protection, health & safety and data protection policies. An enhanced DBS check is required. Health & Safety Level 2.

- Follow all safeguarding and child protection procedures in line with Keeping Children Safe in Education (KCSIE).
- Report any safeguarding concerns immediately to the DSL or DDSL.
- Maintain professional boundaries at all times, following the Staff Code of Conduct.
- Maintain strict confidentiality and comply with GDPR and data-protection requirements.
- Be alert to signs of vulnerability, harm, neglect or unmet needs and act on concerns promptly.
- Follow all policies relating to child protection, health & safety, safe working practices, confidentiality, safe touch, behaviour and therapeutic approaches.
- Complete any mandatory refresher training (e.g., Prevent Duty, First Aid, KCSIE) as required.
- Uphold and model the school's values, behaviour expectations and Therapeutic Thinking ethos.
- Follow emergency, lockdown, first aid and critical incident procedures as required.
- Support the school's commitment to equality, inclusion and safer working practices.
- Attend Staff Briefing weekly to stay up-to-date with safeguarding updates, operational messages and key announcements.

Key Duties and Responsibilities (Core)

Teaching & Learning

- Planning and delivering high-quality lessons that reflect the National Curriculum and the school's teaching framework, including Rosenshine's Principles and Walkthrus instructional strategies.
- Using modelling, scaffolding, guided practice, retrieval practice and responsive teaching to ensure pupils know more and remember more over time.
- Maintaining high expectations for all learners and ensuring teaching is appropriately pitched, scaffolded and challenging.
- Creating predictable routines and a calm, purposeful atmosphere that supports learning for all.

Curriculum & Planning

- Contributing to a broad, balanced and sequenced curriculum that builds strong schema and supports long-term memory.
- Planning lessons that clearly identify learning objectives, success criteria and intended outcomes.
- Ensuring resources are purposeful, accessible and support teaching and learning.
- Using PPA time effectively and collaborating with year teams to ensure coherence and progression.

Assessment

- Using formative assessment to check understanding, address misconceptions and inform next steps in teaching.
- Using summative assessment in line with school policy.
- Providing clear, honest and constructive feedback in line with the Marking & Feedback Policy.
- Keeping accurate assessment records to support planning and monitoring.

Inclusion & SEND

- Understanding individual needs and adapting teaching, resources and environment to ensure every child can access learning.
- Working collaboratively with the SENCO to support pupils with SEND, implementing recommended provision and reviewing progress. Using Provision Maps, IEPs and EHC Plans appropriately.
- Ensuring the classroom environment meets the needs of neurodivergent learners (e.g. sensory load, flexible seating, predictable routines).

Behaviour & Therapeutic Thinking

- Implementing the school's Therapeutic Thinking and Behaviour Policy consistently and positively.
- Building strong, emotionally attuned relationships with pupils based on dignity, respect, co-regulation and predictability.
- Using relational language, repair conversations and proactive regulation strategies.
- Teaching and modelling our whole-school routines (lining up, transitions, classroom expectations).
- Using calm, consistent responses to reduce anxiety, promote safety and maintain a positive learning culture.

Learning Environment

- Creating a tidy, stimulating and inclusive classroom environment that scaffolds learning.
- Updating displays to support learning and celebrate work.
- Ensuring furniture, seating and organisation maximise learning opportunities and meet individual needs.
- Managing resources effectively, ensuring accessibility and independence.

Working With Parents & the Community

- Building positive relationships with parents through effective communication and partnership.
- Providing clear updates about progress, needs and next steps.
- Taking part in parents' evenings, community events and family learning where appropriate.

Professional Responsibilities

- Demonstrating high standards of professionalism and personal conduct.
- Engaging in ongoing professional development, reflective practice and collaborative learning.
- Participating in meetings, training sessions and school improvement initiatives.
- Making a positive contribution to the wider life of the school.

Key Stage Responsibilities (By Key Stage)

Teachers may teach in any key stage; Teachers may rotate around to cover more than one key stage, the following sections outline expectations for each phase.

EYFS

- Deliver the EYFS Framework with a strong understanding of child development.
- Plan a balance of adult-led and child-initiated learning through continuous provision.
- Use high-quality interactions, modelling language and extending thinking.
- Create a rich environment supporting prime and specific areas of learning.
- Implement daily phonics and early reading instruction.
- Observe and assess children throughout the day and use findings to plan learning.
- Provide structured play opportunities linked to curriculum goals.
- Support development of early writing, early number and fine/gross motor skills.
- Build children's independence and self-care.
- Ensure clear routines (snack times, tidying, transitions).
- Use outdoor learning to extend curiosity and exploration.
- Work with families on home learning, reading and early milestones.
- Maintain high expectations through warm, nurturing relationships.

KS1

- Build smooth transition routines from EYFS to more structured learning.
- Deliver a strong emphasis on early reading, phonics, writing and mathematics.
- Implement the school's reading framework expectations.
- Use structured teaching with gradually increasing independence.
- Teach children how to engage in group work, partner talk and independent tasks.
- Embed routines for lining up, carpet time and movement around school
- Develop early comprehension, fluency and vocabulary.
- Support emerging writing stamina and handwriting development.
- Provide scaffolded tasks with clear success criteria.
- Build retrieval practice into lessons to consolidate knowledge.
- Support developing social awareness and peer relationships.
- Use targeted interventions to close early gaps.
- Work closely with LSAs to deliver personalised support.
- Adapt learning environments to reduce sensory overload.
- Engage parents actively in reading, homework and school routines.

KS2

- Deliver an ambitious, knowledge-rich curriculum that deepens understanding.
- Teach pupils how to think critically, reason, infer and justify.
- Support pupils as they develop independence, organisation and self-regulation.
- Use advanced modelling techniques to break down complex ideas.
- Strengthen reading fluency, comprehension and vocabulary.
- Develop pupils' writing stamina, structure and accuracy.
- Teach efficient written and mental maths strategies.
- Use retrieval, rehearsal and spaced practice for knowledge retention.
- Prepare pupils for transitions between year groups and into secondary school.
- Use iPads and digital tools appropriately to enhance learning.
- Support pupils to work collaboratively and independently.
- Plan for mixed-ability teaching using adaptive strategies.
- Provide feedback that promotes improvement and reflection.
- Maintain high standards of behaviour through Therapeutic Thinking principles.
- Engage parents in progress, homework and wider learning.

Person Specification

Qualifications / Education / Training

- Qualified Teacher Status.
- Evidence of ongoing professional development.

Experience

- Experience teaching in a primary phase.
- Experience working in partnership with parents.
- Experience supporting inclusive practice.

Knowledge, Skills & Abilities

- Knowledge of effective teaching and learning, including Walkthrus and Rosenshine.
- Understanding of Equalities, SEND, behaviour and safeguarding legislation.
- Ability to create a happy, challenging and effective learning environment.
- Strong communication skills, verbally and in writing.
- Effective classroom and behaviour management strategies.
- Understanding of neurodiversity and inclusive practice.

Personal Characteristics

- Approachable
- Empathetic
- Committed
- Enthusiastic
- Organised
- Patient
- Resourceful

Coley Values – Class Teacher

At Coley Primary School, everything we do is guided by our core values. Teachers model Coley's core values through kindness, integrity, curiosity, resilience and respect. They promote these values in daily interactions, curriculum choices and classroom culture so pupils learn how to thrive as individuals and members of the community.

Belonging

Teachers create a classroom where every child feels seen, valued and accepted. They build trusting relationships, celebrate individuality and nurture a sense of community and model inclusivity, encourage collaboration and ensure every child has a place, a voice and a role within the classroom

Respect

Teachers demonstrate respect through their language, actions and interactions, treating every child and adult with dignity and fairness. They set high expectations for respectful behaviour, encourage active listening and teach pupils how to appreciate differing perspectives.

Honesty

Teachers model honesty through openness and consistency. They encourage pupils to take responsibility, learn from mistakes and build trust through truthful communication.

Curiosity

Teachers ignite curiosity by crafting engaging learning experiences that inspire children to explore, question and wonder. They encourage pupils to investigate ideas deeply, ask thoughtful questions and approach challenges with enthusiasm. A curious classroom helps learners develop confidence, independence and a love of learning.

Courage

Teachers nurture courage by providing safe, supportive spaces where children feel confident to take risks, try new things and persevere through challenges. They celebrate effort as much as achievement, and model resilience, encouraging pupils to face difficulties with determination and optimism

Pride

Teachers help pupils take pride in their learning, their behaviour and their achievements. They celebrate progress, encourage high standards and recognise each child's unique strengths. By modelling pride in their work and their school, teachers cultivate a culture where children are motivated to do their best and feel proud of themselves.