

Gosford Park Primary School  
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Gosford Park Primary School

One Community, Many Cultures; Growing and Learning Together

## **Teacher Job Description and Person Specification**

### **Class Teacher: Job Description and Person Specification**

Job Title: Nursery Teacher 0.6 FTE

Pay Scale / Grade: Main Scale

Responsible to: Headteacher

Closing: Midnight Sunday 17<sup>th</sup> May 2026

Interviews: Wednesday 20<sup>th</sup> May 2026

### **Job Description: Class Teacher**

#### **General Duties**

- Continuously meet at least the minimum standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' evenings, parent consultation meetings, and any other functions or meetings required.
- Take responsibility for managing a subject within school, with the support of Senior Leadership.
- Take responsibility for completing CPD and keeping up to date with developments relating to Primary curriculum areas.
- Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism.
- Participate in any performance-related appraisal arrangements made by the school.

#### **Teaching and Learning**

- Set high expectations which inspire, motivate and challenge pupils by:
  - Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
  - Setting goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions.
  - Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.
- Promote good progress and outcomes for pupils by:
  - Being accountable for pupils' attainment, progress and outcomes.

- Being aware of pupils’ capabilities and prior knowledge, and planning teaching to build on these.
- Guiding pupils to reflect on the progress they have made and their emerging needs.
- Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching.
- Encouraging pupils to take a responsible and conscientious attitude to their own work and study.
- Demonstrate good subject and curriculum knowledge by:
  - Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils’ interest in the subject, and addressing misunderstandings.
  - Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.
  - Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher’s specialist subject.
  - Demonstrating a clear understanding of systematic synthetic phonics for early reading.
  - Demonstrating a clear understanding of appropriate teaching strategies for early maths.
- Plan and teach well-structured lessons by:
  - Imparting knowledge and developing understanding through effective use of lesson time.
  - Promoting a love of learning and children’s intellectual curiosity.
  - Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
  - Reflecting systematically on the effectiveness of lessons and approaches to teaching.
  - Contributing to the design and provision of an engaging curriculum within the relevant subject areas.
- Adapt teaching to respond to the strengths and needs of all pupils by:
  - Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
  - Having a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.
  - Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils’ education at different stages of development.
  - Having a clear understanding of the needs of all pupils, including pupils with SEND, pupils of high ability and pupils with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment by:
  - Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
  - Making use of formative and summative assessment to monitor pupils’ progress.
  - Using relevant data to monitor progress, set targets, and plan subsequent lessons.
  - Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.
- Manage behaviour effectively to ensure a good and safe learning environment by:
  - Having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s Behaviour Policy- which is called our [‘Code of Conduct’](#).
  - Having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
  - Managing classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.
  - Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.
- Fulfil wider professional responsibilities by:
  - Making a positive contribution to the wider life and ethos of the school.

- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploying support staff effectively.
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicating effectively with parents with regard to pupils' achievements and wellbeing.

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
  - Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.
  - Showing tolerance of and respect for the rights of others.
  - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
  - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities.

### **Organisation**

- Assist in the development of the subject curriculum, schemes of work, teaching resources, marking policies and teaching strategies alongside other subject teachers and the subject leader.
- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the pupils being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

### **Additional duties**

- Assist with the organisation of extracurricular activities.
- Assist with the promotion of their subject in the school, e.g. through creating displays of pupils' work.
- Carry out additional tasks, as reasonable, under the direction of the headteacher within the 1265 directed hours.

## **Person Specification**

	Essential	Desirable
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<b>Qualifications and training</b>	The successful candidate will have: <ul style="list-style-type: none"> <li>• QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of relevant CPD</li> </ul>
<b>Skills and experience</b>	The successful candidate will have: <ul style="list-style-type: none"> <li>• Excellent communication skills</li> <li>• Experience working within EYFS</li> <li>• An ability to work towards deadlines with high levels of accuracy</li> <li>• Evidence of excellent teaching skills</li> <li>• Strong organisational skills</li> <li>• Good behaviour management strategies</li> <li>• The ability to motivate pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Some experience of leadership and/or management</li> <li>• Experience managing a budget</li> <li>• Staff management experience</li> <li>• Experience of analysing performance</li> </ul>
<b>Knowledge</b>	The successful candidate will have: <ul style="list-style-type: none"> <li>• Strong knowledge of the national curriculum and the EYFS</li> <li>• Up-to-date knowledge about developments in Education and how it impacts their classroom</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of good practice when quality assuring the work of the phase they are in</li> </ul>
<b>Personal traits</b>	The successful candidate will be: <ul style="list-style-type: none"> <li>• Quick to adapt and take on new initiatives.</li> <li>• A personable and approachable individual</li> <li>• Eager to uphold the school's ethos</li> <li>• Committed to equal opportunities and empowering others</li> <li>• Able to maintain a good working relationship with others</li> </ul>	<ul style="list-style-type: none"> <li>• Comfortable and confident enough to talk to colleagues about their performance if leading a subject</li> </ul>
<b>Additional requirements</b>	The successful candidate must have: <ul style="list-style-type: none"> <li>• Willingness to participate in training and development</li> <li>• An exemplary conduct and attendance record</li> <li>• A desire and commitment to contribute to the school community</li> </ul>	