

Experienced Teacher - Key stage 1 – Fixed Term

Grade: Main Scale
Reporting to: Headteacher

Main Purpose of the Role

To plan, teach and assess high-quality, well-sequenced lessons in Key Stage 1, ensuring strong progress and positive outcomes for all pupils in line with the school's curriculum and vision.

The post holder will be an effective classroom practitioner who contributes to the wider life of the school, modelling high expectations, inclusive practice and a safe, nurturing learning environment in which all pupils — including those with EHCPs, SEND and EAL — can thrive.

At Feltham Hill Infant and Nursery School, the teacher will:

- Demonstrate and model the school's vision and values through consistently high-quality teaching and inclusive practice
- Work collaboratively with colleagues, support staff, parents/carers and external professionals
- Contribute to whole-school priorities, including attendance, behaviour, inclusion and pupil wellbeing

Key Responsibilities and Duties
Teaching and Learning:

- Plan and deliver engaging, well-sequenced lessons aligned with the Key Stage 1 National Curriculum
- Teach early reading effectively, including systematic synthetic phonics, and promote reading fluency and comprehension
- Plan for and deliver high-quality writing and mathematics lessons that build pupils' knowledge, skills and independence
- Use the school's agreed schemes (including phonics and maths) to ensure consistency and progression
- Assess pupils' learning using formative and summative approaches; maintain accurate records and use assessment to inform teaching and targeted support
- Adapt teaching to meet the needs of all learners, including those with SEND, EHCPs, SCLN and EAL
- Provide regular opportunities for pupils to practise and embed key skills across the curriculum
- Prepare pupils for statutory assessments, including the Phonics Screening Check, and contribute to assessment processes
- Contribute to curriculum development and the ongoing refinement of teaching and learning

Behaviour management

- Implement the school's behaviour policy consistently, promoting positive attitudes to learning
- Establish clear routines and maintain high expectations to ensure a calm, purposeful classroom environment
- Use effective behaviour strategies, including restorative approaches, to support pupils' social and emotional development
- Work with colleagues and leaders to support pupils with more complex behavioural needs

Learning environments

- Create and maintain stimulating, safe and inclusive learning environments that support "busy learning" and independence
- Organise classroom resources and displays to support learning, retrieval practice and vocabulary development
- Ensure all pupils can access learning through well-adapted resources and provision

Inclusion and Specialist Needs

- Adapt teaching and provision to meet a wide range of needs, including EHCPs, Autism, SCLN and EAL
- Work closely with teaching assistants, the SENDCo and other professionals to implement and monitor personalised provision
- Promote language development and communication through high-quality interactions and targeted strategies

Communication and Parental Partnership

- Build strong, positive relationships with parents/carers and communicate effectively about pupils' progress and wellbeing
- Provide clear and accurate reports and contribute to parents' evenings
- Work collaboratively with colleagues and external agencies to ensure coordinated support for pupils

Professional Duties and Whole School Contribution

- Take responsibility for own professional development and engage fully in appraisal processes
- Contribute to collaborative planning, year group work and school improvement priorities
- Support colleagues, including ECTs and support staff, through effective teamwork and sharing of good practice
- Contribute to the wider life of the school, including events, enrichment and, where appropriate, subject or area leadership

Health, Safety and Safeguarding

- Promote and safeguard the welfare of all pupils
- Work in line with statutory safeguarding guidance, including **Keeping Children Safe in Education** and Prevent
- Be vigilant to signs of abuse or neglect and report concerns promptly to the Designated Safeguarding Lead (DSL)
- Maintain professional boundaries and ensure all records and communications are secure and confidential
- Contribute to a whole-school culture where pupils feel safe, included and able to share concerns
- Ensure health, safety and wellbeing procedures are followed in all aspects of school life

Administrative and Record Keeping

- Maintain accurate and up-to-date records of pupil progress, attendance and behaviour in line
- Use schools systems effectively for assessment, communication and reporting
- Provide evidence for pupil progress meetings and other professional discussions

Skills and Competencies

- Qualified Teacher Status (QTS)
- Secure understanding of Key Stage 1 curriculum, including phonics, early reading, writing and mathematics
- Proven ability to deliver high-quality teaching that secures strong pupil progress
- Strong classroom management skills and ability to establish effective routines
- Ability to adapt teaching for a wide range of learners (SEND, EHCPs, EAL)
- Strong communication and interpersonal skills with pupils, parents and colleagues
- Ability to create engaging and purposeful learning environments
- Competence in using school systems for planning, assessment and communication
- Commitment to professional development, reflective practice and collaborative working