



Outline Job Description and Person Specification

Position Title	Classroom Teacher / Maternity Cover
Location	Mary Tavy and Brentor Primary School
Reporting to	Headteacher
Job Term	Fixed Term
Hours	Part-Time
Salary	MPS / UPS
Effective date of JD	October 2026

About the Role:

To contribute to the provision of high-quality Teaching and Learning, ensuring maximum success for all. To be a role model for the school community and raise levels of pupil achievement.

Main Duties and Responsibilities:

1. Teaching & Curriculum

- Teach an assigned EYFS /KS1 class (with a partial teaching timetable split with leadership time).
- Design, implement, and review a creative, ambitious, and active EYFS curriculum.
- Develop engaging indoor and outdoor learning environments that support play-based learning.
- Ensure core areas—such as early phonics, communication, and numeracy—are taught to a high standard.

2. Leadership & Management

- Line-manage, mentor, and coach EYFS/KS1 staff to maintain a collaborative team.
- Conduct lesson observations, work samplings, and performance reviews to monitor quality.
- Lead staff training (INSET) for the phases and contribute to whole-school training.
- Manage phase budgets and resources for maximum value.

3. Assessment & Data

- Track and evaluate pupil progress using assessment tools (Tapestry).
- Analyse data trends to identify gaps and support children at risk of underachievement (including SEND and EHCP requirements).
- Report attainment data and phase progress to the Headteacher, Senior Leadership Team (SLT), and Governors.

4. Safeguarding & Welfare

- Uphold strict safeguarding and child protection policies.
- Promote the physical, emotional, and social well-being of all young children.
- Partner with external support agencies and local feeder pre-schools for smooth child transitions.

5. Person Specification (Requirements)

- **Qualifications:** Qualified Teacher Status (QTS).
- **Experience:** Proven track record of successful EYFS classroom teaching and prior leadership or middle-management experience.
- **Knowledge:** Deep understanding of the statutory EYFS framework, child development, and early assessment requirements.

- **Skills:** Strong communication skills to build relationships with parents, governors, and the wider school community.

Collaborating closely with our school team ensure that the vision and cooperative values are effective and pertinent to all aspects of school life.

Maintain a thorough and up-to-date knowledge of the teaching of relevant subject(s) and take account of wider curriculum developments which are relevant to the day-to-day work. Be an outstanding practitioner, carrying out the functions of a teacher in accordance with the Teacher Standards.

Supporting to help develop the school's policies and actively promote elevated levels of achievement at all stages. Planning lessons/activities and sequences of lessons to meet pupils' individual learning needs and using a range of strategies to ensure effective teaching, behaviour, and classroom management. Working in partnership with the leadership team to monitor the success of the teaching of the curriculum and manage areas for improvement.

Ensuring there is a close match between the learning experiences offered and the individual needs of the children in the class, to give each child an opportunity to achieve the maximum of his/her capability.

Maintaining an attractive and stimulating classroom environment and contribute to making the whole school environment stimulating. Making appropriate educational provision for children with SEND, with support from the SENDCO.

Maintaining assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy, extensively using the school's tracking system for assessment.

Ensuring good order and discipline among pupils and safeguarding their health and safety, doing everything possible to safeguard and promote the welfare of students/pupils/children in the school. Working with the DSL and the deputies to ensure safeguarding is promoted.

Developing and maintaining effective relationships with parents, colleagues, the governing body, and the local community and ensuring effective links are made with support services.

Taking responsibility for professional development and using the outcomes to improve teaching and students' learning.

The postholder must be prepared to undergo Enhanced Disclosure and DBS checks and obtain any other statutorily required clearances.

How to Apply:

Ready to join our MTB school family?

Visit our website to download, complete and submit the Devon Application form to be a part of our very special school community that values creativity, diversity, and the pursuit of excellence in education. Your skills, passion, and dedication will help us continue to inspire young minds and transform lives.

Devon / MTB school is an equal opportunity employer and welcomes applicants from all backgrounds to apply.

Criteria	Essential	Desirable
Professional Qualifications and Learning	• Qualified teacher status • Experience of leading EYFS, Key Stage 1	• Paediatric First Aid Training • Experience of recent professional development.
Experience	• Teaching experience in Foundation Stage, Key Stage 1 proven ability as a classroom practitioner. • The ability to provide a stimulating and challenging classroom environment for all pupils.	• Experience of working with and supervising other adult support within the classroom (Learning Support Assistants, Early Year Educators, volunteers, parent helpers, students). • Experience of leading a team. • Experience of a leadership role in the curriculum. • Experience of parent/community involvement.
Skills, Knowledge, Aptitudes	• Excellent classroom practitioner. • Experience of creating a stimulating classroom and differentiated learning environment. • Knowledge and understanding of the development of children between the ages of 3 –7 • Experience of effectively supporting disadvantaged children to achieve well. • Ability to forward plan, organise, communicate and evaluate effectively. • Sound knowledge of the new EYFS curriculum areas and NC.	

	• Knowledge and experience of assessment procedures, moderation and evaluation at Early Years. • Ability to safeguard and promote the welfare of children, forming and maintaining appropriate relationships and personal boundaries.	
Leading, Learning and Teaching	• Knowledge and understanding of a broad, balanced and relevant curriculum. • Excellent behaviour management skills. • A secure understanding of the processes by which children learn. • Ability to make reasonable adjustments and adaptations to the curriculum to meet the needs of all achievers. • Commitment to school review procedures. curriculum • Understanding and use of assessment to inform future teaching and learning. • Competent in the use of observational assessment to inform further learning. • A willingness to work on one or more curriculum areas. • To be able to work creatively and sensitively.	• A well-developed knowledge of a particular curriculum or specialist area. • An understanding of a whole school approach to improvement and raising standards. • Effective use of ICT to support planning and assessment. • Familiarity with the SEND Code of Practice. • Attendance at relevant courses and a willingness to undertake further professional development. •

Personal Attributes	• Energetic, creative and lively member of staff who is flexible and adaptable and committed to the whole life of the school. • Willingness to liaise and communicate effectively as a team member. • Highest expectations of pupil achievement. • Caring attitude to children and parents. • Understanding of and commitment to equal opportunities. • Ability to project enthusiasm to staff and pupils. • Well-motivated, dedicated and able to manage time effectively. • Dedicated to working with parents as partners. • Motivation and resilience in challenging circumstances. • The desire to make a difference for all our children.	• Ability to form good relationships with children, staff, parents and Governors and display excellent communication and teambuilding skills. • Approachable member of staff, able to further home/school partnerships.
Additional	• Displays commitment to the protection and safeguarding of children and young people. • Up to date knowledge and understanding of relevant legislation and guidance in relation to the protection and safeguarding of children and young people. • A highly professional approach to their work.	• The desire for further career progression. • Ability to effectively lead a team and work collaboratively with parents/carers. • Able to manage time effectively.

