Class Teacher: Job Description

Position:	Class Teacher
Salary:	MPS 1–6
School:	St Martin's Academy, Chester
Line Manager:	Headteacher, St Martin's Academy
Working Pattern:	Full-time
Start Date:	February 2027, following the spring half-term break
Contract:	One permanent appointment & one fixed-term maternity cover appointment until 31 August 2027.

MAIN PURPOSE OF THE ROLE

This is an exciting opportunity for an enthusiastic and dedicated primary practitioner to join our supportive team, initially teaching in EYFS or Year 1. The successful candidate will play a key role in fostering a positive and engaging learning environment in their classroom, ensuring all pupils receive a high-quality education that nurtures their individual talents and interests.

We welcome applications from experienced practitioners and Early Career Teachers (ECTs) and offer mentoring, training and professional development support, including appropriate statutory induction for eligible ECTs.

KEY RESPONSIBILITIES

Teaching & Learning

- Plan and deliver high-quality, engaging learning experiences that meet the needs of all learners, following our bespoke curriculum and the relevant EYFS statutory framework or National Curriculum.
- Implement a creative and stimulating curriculum, encouraging inquiry, curiosity, and independent learning.
- Foster a positive, inclusive, and respectful learning environment where all pupils feel valued and supported.
- Use adaptive teaching and ordinarily available provision to meet diverse learning needs, including pupils with SEND, pupils with EAL and those who require additional challenge.
- Deliver systematic synthetic phonics through Read Write Inc. and promote early reading, language and writing development.
- Promote a mastery approach to mathematics.
- Design purposeful learning tasks that promote thinking, active participation, independence and reflection.
- In EYFS, provide effective adult-led learning and purposeful play through carefully planned continuous provision, supporting development across all areas of learning.
- In Year 1, build on children's EYFS experiences and support a successful transition to the Key Stage 1 curriculum.

Assessment & Pupil Progress

- Use formative and summative assessments effectively to monitor progress and inform next steps.
- Use age-appropriate assessment, including observation in EYFS and preparation for relevant statutory assessments, such as the EYFS Profile or Year 1 Phonics Screening Check.
- Provide constructive, personalised feedback to pupils and communicate progress with parents or carers.

Classroom & Behaviour Management

- Establish and maintain consistent school-wide routines and high expectations for behaviour, using positive reinforcement and the academy's Brilliant Learner expectations.
- Create a classroom culture that promotes mutual respect, resilience, and a growth mindset.

- Implement school-wide behaviour policies effectively to ensure a safe, supportive learning environment.

Pastoral Care & Wellbeing

- Support the social, emotional, and mental wellbeing of children, ensuring they feel happy and secure at school.
- Foster strong relationships with parents and carers, providing regular updates and guidance on how to support learning at home.
- Actively contribute to the school's safeguarding and child protection procedures, following school policies and current statutory guidance, reporting concerns promptly through agreed procedures.
- Work with the SENDCo, colleagues, families and relevant professionals to implement, monitor and review support for pupils with additional needs.

Use of Technology in Learning

- Use Apple technology purposefully to enhance teaching and learning, balancing digital activities with practical, oral and written learning.
- Use the academy's agreed digital platforms, including Google for Education, to support learning, assessment and communication where appropriate.

Professional Development & Collaboration

- Engage in ongoing professional learning, including the academy's core professional development and TeachMeet programme, applying evidence-informed approaches and reflecting on their impact.
- Participate in ECT induction support (if applicable), working alongside experienced teachers to develop practice.
- Work collaboratively with teaching assistants, senior leaders, and the wider school community to share good practice.

Wider School Contribution

- Take an active role in the school community by supporting extracurricular clubs, school trips, or special events.
- Contribute to whole-school initiatives, such as promoting sustainability, diversity, or outdoor learning.
- Support transition arrangements for pupils entering EYFS, moving into Year 1 or progressing to the next year group, as appropriate.
- Contribute individual skills, interests and professional expertise to the wider life and development of the academy.

WHY JOIN US?

- A welcoming and supportive school environment with a strong team ethos.
- Structured ECT induction support, with mentoring and professional development opportunities.
- Excellent professional development, with opportunities for leadership roles across the school and Academy Trust.
- A chance to make a real impact on the lives of young learners.

APPLICATION PROCESS

To apply, please complete the online application form, including the professional and personal statements detailing how your skills, experience, interests and values align with the role. Candidates may express a preference for EYFS, Year 1 or either position.

Appointments are subject to satisfactory references and all relevant safer recruitment and pre-employment checks.
