

Job Description and Person Specification – Class Teacher (Early Years) and EYFS Lead (including Nursery)



Key Responsibilities

- Lead and oversee the Early Years provision, including nursery (from age 2)
- Ensure a high quality, well sequenced curriculum from nursery through to Reception
- Deliver outstanding teaching within the Early Years classroom
- Support and develop staff to ensure consistency and high standards across the phase
- Monitor, evaluate and improve provision to secure strong outcomes for all children
- Promote a nurturing, inclusive environment where all children feel a sense of love, belonging and aspiration

The purpose of the job is to

- Lead and oversee the Early Years provision, including nursery (from age 2), ensuring a high quality, well sequenced curriculum from children's earliest starting points through to Reception
- Deliver high quality teaching and learning within the Early Years
- Prepare teaching materials, organise the classroom environment, and create engaging displays
- Plan and teach lessons and work with small groups of children
- Assess learning and communicate effectively with parents and carers about children's progress
- Manage the work of Teaching Assistants
- Follow safeguarding procedures at all times
- Organise trips and enrichment activities

Early Years Leadership

- Lead and manage the nursery provision (from age 2), ensuring high quality teaching, learning and care
- Ensure a coherent and progressive Early Years curriculum from nursery through to Reception
- Monitor and evaluate provision across the Early Years, driving continuous improvement
- Support and develop staff within the Early Years to ensure consistency in practice and high expectations

Teaching and Learning

- Plan and teach well structured EYFS lessons in line with the school's curriculum and schemes of work
- Produce high quality teaching and learning resources appropriate to age and ability
- Assess, monitor, record and report on children's progress, using assessment effectively to inform teaching
- Motivate and support children to achieve their full potential
- Develop children's physical, intellectual, emotional and social skills
- Prepare and organise appropriate activities and resources
- Adapt teaching strategies to meet the needs of all learners, including those with additional needs

Supporting children's self-esteem, inclusion, and behavioural development

- Promote inclusion and acceptance of all children, including respect for different backgrounds and cultures
- Develop children's confidence, independence and self esteem
- Establish positive and supportive relationships with children
- Reinforce the school's ethos and expectations of behaviour
- Provide appropriate supervision and support for children
- Meet children's pastoral needs, offering praise, encouragement and reassurance

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Provide physical / personal care to children where required

- Provide appropriate personal care where required
- Ensure the welfare and hygiene of children, including changing where necessary
- Support therapy programmes as advised by professionals

Supporting the Headteacher

- Share outstanding EYFS practice across the school
- Provide regular feedback to the Senior Leadership Team on provision and outcomes
- Contribute to systems for tracking and recording pupil progress
- Ensure effective communication with parents and carers
- Ensure appropriate supervision and cover arrangements

Supporting the curriculum

- Support the delivery of the English and Mathematics curriculum along with other aspects of both the National Curriculum and the enhanced curriculum offered by the school

Supporting the school

- Maintain and organise classroom resources and equipment
- Ensure a clean, safe and well organised learning environment
- Follow all health and safety procedures, including risk assessments
- Promote teamwork and positive working relationships
- Create a safe and welcoming environment for all

Communication

- Communicate effectively with children
- Maintain strong relations with parents / carers and representatives of other agencies e.g., Health, Social Care

Health and safety

- Promote the safety and wellbeing of all children
- Maintain a safe learning environment by managing behaviour effectively in accordance with the school behaviour policy
- Maintain current and accurate safeguarding records e.g., through CPOMS

Personal and professional conduct

- Uphold high standards of professional conduct at all times
- Demonstrate commitment to the school's ethos, policies and values
- Maintain high standards of attendance and punctuality
- Act within statutory frameworks and professional responsibilities

Professional development

- Attend mandatory Trust induction training on Safeguarding and Health and Safety within the first few weeks of taking up the post (these sessions may be delivered outside standard school hours)
- Complete regular (at least annual) training on subjects including safeguarding
- Take a proactive role in the Trust's appraisal procedures
- Take part in further training and development to continually improve
- Keep abreast of initiatives and developments in education, especially those relevant to the duties and responsibilities of the post

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The post holder will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

This job description is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to do other duties appropriate to the level of the role.

| | Essential | Desirable |
|-----------------------------|---|---|
| Qualifications | <ul style="list-style-type: none"> • Good primary teacher with qualified teacher status | <ul style="list-style-type: none"> • Evidence of continual professional development |
| Experience | <ul style="list-style-type: none"> • Successful primary teaching experience • Up-to-date experience, knowledge and understanding of good practice in EYFS • Experience of working with children with SEND • Working collaboratively with other colleagues, parents and governors • | <ul style="list-style-type: none"> • Teaching experience across two primary key stages • Leading an aspect of school improvement with evidence of improving standards • Leadership of a subject or aspect of school life • Experience of working within or supporting nursery provision (age 2+) • Experience of leading or contributing to Early Years provision across a phase |
| Knowledge and understanding | <ul style="list-style-type: none"> • A clear philosophy of primary education in line with that of the Trust / school • Demonstrate quality first, inclusive teaching that has an impact on all pupil outcomes • Knowledge of a range of effective strategies for inspiring all children, including those with SEND, to achieve their full potential • An understanding of cross curricular learning and teaching • An understanding of the principles of assessment for learning • A detailed understanding of safeguarding duties • Good knowledge of the EYFS statutory framework • Able to promote the social, moral, spiritual, and cultural development of all children • Good understanding of a range of behaviour management strategies • Strong understanding of child development from age 2 to 5 • Understanding of effective transition and progression across the Early Years phase | <ul style="list-style-type: none"> • Analysis and interpretation of school performance data to inform school self-evaluation |

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| <p>Skills</p> | <ul style="list-style-type: none"> • Able to work in a way that promotes the safety and wellbeing of children • A confident practitioner, who demonstrates outstanding classroom practice and high expectations of achievement and behaviour • Able to support children with a range of abilities • Able to communicate effectively with children, staff, parents, and the wider community • Able to deploy support staff effectively • Ability to lead, support and develop staff within the Early Years, including nursery provision • Ability to monitor and evaluate provision to improve outcomes for children | |
| <p>Personal Qualities</p> | <ul style="list-style-type: none"> • High standards of personal organisation • Committed to raising standards through excellent teaching and learning • Resilient, passionate, and hard-working • Relish accountability and take personal responsibility for own actions • Able to build trust and mutual respect between children, families, and staff • A cheerful disposition and good sense of humour • Enthusiastic, innovative, creative, and caring • Commitment to ensuring all children feel a sense of belonging from their earliest starting points | |