



THE STOUR FEDERATION EYFS CLASS TEACHER JOB DESCRIPTION

Play. Make their day. Choose your attitude. Be there.

CORE PURPOSE

Holding QTS (or equivalent) and an undergraduate degree, you will be committed to attaining the highest standards and expecting excellence from our children, taking responsibility for the education and welfare of the school's Reception class, having due regard to the requirements of the EYFS Curriculum and school policies.

You will be part of a team that will teach and lead through a variety of innovative and evidence-based approaches including curriculum design, teaching and assessment strategies, use of technology and intervention programmes that will create an environment where every classroom offers outstanding provision for children.

In selecting a teacher to join our team we will be looking for an aspirational person, someone with the ability to help build the commitment of all stakeholders to a culture of constant excellence.

PRINCIPLE RESPONSIBILITIES

- To carry out the duties of a schoolteacher as set out in the 'School Teachers Pay and Conditions' Document.
- To continue to meet the required standards for Teachers' Standards.
- Work with all members of staff, Local Academy Council and the Trust Board of Directors to realise the vision of the school and The Stour Federation Multi Academy Trust, leading practice within your class.
- Promote the school ethos in all aspects of school life.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Planning

Plan teaching to achieve progression in children's learning through:

- Identifying focused learning objectives that are relevant to the EYFS curriculum;
- Planning and leading the team in designing activities within the indoor and outdoor learning environments that motivate children to want to learn;
- Plan inspiring activities that create a sense of curiosity, wonder and appropriate investigatory challenge;
- Setting high expectations for children's learning and motivation;
- Identifying and supporting children, who have special educational needs, are very able or are not yet fluent in English;

- Plan a series of opportunities that continually challenge and motivate children so that they build on prior learning experiences and contribute to their personal, moral, social and cultural development.

Teaching and Class Management

- Ensure effective teaching of whole class, and of groups and individuals within the whole class setting, so that learning moves forward and is consolidated, and best use is made of available time;
- Follow all school policies relevant to staff and children;
- Establish and maintain a positive purposeful working atmosphere;
- Set high expectations for children's behaviour, establishing and maintaining a good standard of discipline throughout well focused teaching and through positive and productive relationships;
- Establish a safe environment which supports learning and in which children feel secure and confident;
- Provide clear instruction and effective questioning;
- Use sustained shared thinking to engage children's creativity and critical thinking.
- Make good use of ICT and other learning resources;
- Setting high expectations for all children notwithstanding individual differences, including gender and cultural and linguistic backgrounds;
- Providing opportunities to develop children's wider understanding by relating their learning to real and work-related examples;
- Are familiar with the code of practice and are able to apply when necessary;
- Ensure that children acquire and consolidate knowledge, skills and understanding of the EYFS curriculum through effective provision and play;
- Evaluate their own teaching critically and use this to improve their effectiveness;
- Plan activities and provide opportunities which take account of children's needs and their developing physical, intellectual, emotional and social abilities and which engage their interests;
- Provide opportunities which advance children's personal and social development, communication skills, knowledge and understanding of the world, physical development and creative development;
- Use teaching approaches and activities which develop children's language;
- Use teaching approaches and activities which develop children's mathematical understanding;
- Encourage children to think and talk about their learning and to develop self-control and independence;
- Use teaching approaches and activities which involve planned adult intervention, which offer opportunities for first-hand experience and co-operation.

Monitoring, Assessment, Recording, Reporting and Accountability

- Assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching;
- Assess and record each child's progress systematically, including through focused observation and questioning and use these records to:
 - Check that children have understood the learning intention;
 - Monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in children's learning; Inform planning;
 - Check that children continue to make demonstrable progress;
- Have an understanding how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set targets for children's achievement.

Other Professional Requirements

- Understand professional responsibilities in relation to school policies and practices;
- Be part of a Curriculum Team designated by the school;
- Recognise that learning takes place inside and outside the school context and understand the need to liaise effectively with parents and other carers and with agencies responsible for children's education and welfare;
- Are aware of the role and purpose of school governing bodies;
- Set a good example in terms of dress, punctuality and attendance;
- Attend and participate in open evenings and children's performances;
- Participate in staff training;
- Attend team and staff development meetings.

DEVELOPING SELF AND WORKING WITH OTHERS

Effective relationships and communication are important in a school role and you will be expected to manage yourself and your relationships well. Through appraisal and effective continuing professional development practice, you will be expected to achieve high standards. You will be committed to your own continuing professional development.

This will include:

- Valuing people and treating them fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the values underpinning the school;
- Ensuring own CPD includes developments in education.;
- Developing and maintaining a culture of high expectations for self;
- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development;
- Managing own workload to allow for reflection and an appropriate work/life balance.

KEY ORGANISATIONAL ACTIVITIES

The Post holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed;
- Ensuring compliance with Data Protection legislation;
- At all times operating within the school's Equal Opportunities framework and Equality Act;
- Commitment and contribution to improving standards for pupils as appropriate;
- Acknowledging customer care and quality initiatives;
- Contributing to the maintenance of a caring and stimulating learning environment for children.

SUPPORTING THE STOUR FEDERATION

As part of the Stour Federation the class teacher will be expected to develop and maintain strong, positive relationships with colleagues in the Academy Trust.

STRENGTHENING THE COMMUNITY

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the richness and diversity of the school's community;
- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment;
- Ensuring learning experiences for pupils are linked into and integrated with the wider community;
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families;
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN & SAFER RECRUITMENT

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. The class teacher plays a role in this within the school and the post is subject to enhanced DBS disclosure, prohibition and disqualification checks and online checks.

The Stour Federation will ensure that :

- The policies and procedures relating to safeguarding and safer recruitment and adopted by the governing body are full implemented and followed by all staff;
- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description will be reviewed annually and the Trust CEO reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.