

Early Years teacher Job Description

School vision:

‘Bringing out the Best in Everyone’

Our vision is to create a thriving school that provides a stimulating, safe and caring environment. We strive for children to become resilient and successful learners.

We will:

- ✓ design a broad, balanced and creative curriculum which excites and empowers children to develop into life-long learners;
- ✓ develop our children's ability to think for themselves;
- ✓ enable children to embrace opportunities and take pride in their achievements;
- ✓ enable our children to take risks in their learning and embrace challenge in order to achievement more;
- ✓ support children in making a positive contribution to our local and global community.

Our Core Values

develop and share British Values:

AMBITION

LEARN

RESPECT

PRIDE

Employment details

Job title:	Early Years Teacher
Reports to (job title):	EYFS lead
Hours of work:	Full time Temporary Fixed for two terms
Salary:	M2 – M6 dependant on experience.

Main duties/responsibilities

General duties
Plan and provide effective care, teaching and learning for children from two to age five, that enables them to progress and prepares them for school.
Support and promote children's early education and development in the EYFS.
Make accurate and productive use of assessment for children in the EYFS.

Work in partnership with the EYFS lead, reception teacher, other staff members, parents and other professionals to support the development of children within the EYFS.
Promoting children's early education and development
Use the expected patterns of children's development from birth to five years old to promote children's early education and development.
Plan a range of activities for children according to their different stages of development and individual circumstances.
Apply a range of underpinning theories and philosophical approaches to how children learn and develop, to influence your practice.
Understand the significance of attachment and ensure this is thoroughly promoted throughout your practice.
Promote diversity, equality and inclusion, fully reflecting cultural differences and family circumstances in your practice.
Use your knowledge of the early education curriculum, systematic synthetic phonics and other teaching strategies to teach reading, early literacy and maths.
Providing effective care, teaching and learning
Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of the early education curriculum.
Provide valuable learning experiences, environments and opportunities that are appropriate to the age, stage and needs of individual and groups of children.
Encourage children's participation in activities, managing a balance between adult-led and child-initiated tasks.
Engage in effective strategies to develop and extend children's learning and thinking, including sustained and shared thinking.
Support and promote children's speech, language and communication development.
Support children's group learning and socialisation.
Model and promote positive behaviours expected of children, and support children to manage their own behaviour in relation to others.
Understand when a child needs additional support and provide activities that meet these additional needs.
Liaise closely with parents, SENDCo and other professionals to support children with additional needs.
Making accurate and productive use of assessment
Apply a range of assessment techniques to assess children using the early education curriculum framework.

Carry out and record observational assessment accurately, reporting findings to the EYFS lead.
Identify the needs, interests and stages of development of individual children.
Use formative and summative assessment to track children's progress to plan next steps and shape learning opportunities.
Discuss children's progress to plan next stages in their learning with the EYFS lead, parents and any other relevant professionals.

Promoting the health, safety and welfare of children
Act in accordance with legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children at all times.
Plan and carry out physical care routines suitable to the age, stage and needs of the child.
Promote health and wellbeing throughout your practice and any activities at all times.
Act in accordance with relevant policies and procedures to respond to accidents and emergency situations.
Act in accordance with relevant policies and procedures to prevent and control infection, e.g. hand-washing, food hygiene, cleaning spillages and disposing of waste.
Carry out risk assessment and risk management in line with policies and procedures.
Identify and report any safeguarding concerns to the DSL and understand personal responsibilities in accordance with the Child Protection and Safeguarding Policy.
Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure all children's needs are met, e.g. in relation to medical or dietary information.
Communication and self-development
Work cooperatively with colleagues and other professionals to meet the needs of all children and enable them to progress.
Liaise closely with parents to help them promote their child's health, wellbeing, learning and development.
Engage in relevant CPD opportunities to improve own skills, practice and subject knowledge.

Person specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • Have qualified teacher status. • An enhanced DBS check. 	<ul style="list-style-type: none"> • First aid certificate • Have evidence of undergoing sufficient training relevant to the post. • Be willing to undertake further training. • An interest in Forest School
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Teaching EYFS in either Nursery or Reception • Working with parents to support children's development. • Using the early education curriculum framework to support children's development. 	<ul style="list-style-type: none"> • Working with children with SEND • Working with children aged five and under. •
Knowledge and skills	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Show a clear understanding of the expected patterns of children's development from birth to age five, and of further development from age five to seven. • Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances. • Explain the importance of children's holistic development in the following areas: <ul style="list-style-type: none"> – Speech, language and communication – Personal, social and emotional development – Physical development • Explain the potential effects of, and how to prepare and support children through, transitions and significant events in their lives, such as moving to school. 	<ul style="list-style-type: none"> • Show leadership and management skills • Demonstrate knowledge of the KS1 curriculum

	<ul style="list-style-type: none"> • Demonstrate how to differentiate activities to cater for pupil's different needs and stages of development. • Demonstrate an ability to work with pupils and their families in a sensitive and positive way. • Show an ability to assess and plan for individual needs. • Demonstrate excellent communication, planning and organisational skills. • Show how to write reports and maintain accurate records. • Explain the importance of CPD to improve personal skills and early years practice. 	
Personal qualities	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • A calm and caring nature. • Excellent verbal and written communication skills. • Excellent time management and organisation. • A flexible approach towards working practices. • High expectations of self and professional standards. • The ability to work as both part of a team and independently. • The ability to maintain successful working relationships with other colleagues. • High levels of drive, energy and integrity. <p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Committed to promoting high-quality care of children. • Committed to playing an active role in children's progress and development. • Dedicated to promoting their professional development. • Able to plan and take control of situations. • Committed to contributing to the whole school and its community. • Capable of handling a demanding workload and successfully prioritising work. • Professionally assertive and clear thinking. 	