



Northumberland Church of England Academy Trust

JOB DESCRIPTION

JOB TITLE: Early Years Teacher

SCHOOL: NCEA Primary

SALARY: MPS/UPS

RESPONSIBLE TO:

Northumberland Church of England Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Trust will provide an environment in which the personal attributes, strengths and academic excellence of staff will enable the creation of opportunities for all to develop their potential to the full; creating confident, independent, versatile and successful adults, equipped with the skills and values to meet the challenges of a changing society and to provide the best possible educational foundation for life.

It is essential that the post holder actively supports the vision and ethos of the Northumberland Church of England Academy.

PURPOSE OF JOB:

The successful candidate will be expected to carry out the duties of a teacher in accordance with the Teachers Pay and Conditions Document and other relevant statutory provisions, and to carry out other such associated duties as are reasonably assigned by the Head teacher. In future the teacher could be required to teach in another key stage

MAIN RESPONSIBILITIES:

- Implement and deliver an appropriately broad, balanced, relevant and inspiring curriculum for pupils, incorporating the areas of learning for Early Years Foundation Stage in line with the policies of the school and national directives.
- Facilitate, support and monitor the overall progress and development of EYFS pupils and designated groups of pupils.
- Prepare and implement support plans for individual pupils.
- Foster a learning environment and educational experience which provides pupils with the opportunity to develop and fulfil their individual potential.
- Share in the development and review of the EYFS curriculum, teaching materials, methods of teaching and assessment in collaboration with the wider EYFS team; Headteacher and The Director of Early Years.
- Support and contribute to the school's responsibility for safeguarding children. • Supporting and developing the EYFS team, including Nursery, in partnership with the Director of Early Years.

- Closely liaise with parents, carers and other professionals within the Early Years Foundation Stage, and the wider school, including fellow staff, subject leaders and colleagues from external agencies (for example, specialist teachers from support services, health professionals and social workers).
- Motivate children's learning, both indoors and outdoors, encouraging learning through experience and interests.
- Ensure the smooth transition between Nursery and Reception and Reception to Year 1.

Duties:

- Teach all areas of the Foundation Stage curriculum.
- Be responsible for effective planning, preparation and evaluation of all aspects of EYFS provision.
- Provide pastoral care and support to children and provide them with a secure environment in which to learn.
- Organise learning materials and resources, making imaginative use of resources. • Assist with the development of children's personal/social and language abilities. • Support the development of children's basic skills, including physical coordination, speech and communication.
- Encourage children's mathematical and creative development through stories, songs, games, drawing and imaginative play.
- Develop children's curiosity, knowledge and skills through our bespoke EYFS curriculum. • Work with others and contribute to the strong and experienced team ethos of the school, to plan and coordinate work both indoors and outdoors.
- Share knowledge gained with other practitioners and parents/carers.
- Observe, assess and record each child's progress and prepare reports for external agencies. • Attend in-service training.
- Ensure the health and safety of children and staff is maintained during all activities. • Keep up to date with changes in the EYFS and developments in best practice. • Be adaptable and flexible. Play a full part in the life of the school community, and support its distinct ethos.
- Follow and actively promote the school's policies and procedures.
- Comply with health and safety policy and undertake risk assessments as appropriate. • Actively pursue own personal and professional development.

The person undertaking this role is expected to work within the policies, ethos and aims of the school and to carry out such other duties as may reasonably be assigned. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. You may be required to carry out additional duties commensurate with the level of the role.



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Person Specification: Teacher (Early Years)	Essential	Desirable
Experience • Working with a similar community • Teaching in a range of Early Years age groups • Achieving high standards in terms of pupil outcomes in achievement, attainment and attitude to learning • Innovative educational practice • The use of ICT and other learning technology to promote high quality Learning • A flexible approach to teaching with the capacity to implement change in terms of both innovation and consolidation of Best Practice • A commitment to multi-team working, coupled with a pro-active and independent approach to personal professional development • High expectations of self, colleagues, community and pupils • Ability to maintain a healthy work life balance and to support others in doing so • A passion for learning in all aspects of life and for all • A commitment to implement and promote Academy policy in all matters • A commitment to the ethos and values of the Academy	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
Skills & Competencies • A sound professional knowledge of and personal commitment to the use of both established and innovative educational theory and philosophy in everyday practice • The capacity to take on and implement new ideas and adopt proven and successful practices on the basis of professional development • Well developed ICT and learning technology skills combined with the desire and ability to use them effectively in the classroom and beyond • A thorough understanding of how pupil data, including that for performance should be used to raise standards in all aspects of pupil lives • Statutory legislation and guidance relating to education, including the National Curriculum, National Frameworks and Every Child Matters	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓

Knowledge & Qualifications • Qualified teacher status/ eligibility for GTC recognition • Higher degree • Additional relevant, certified/ accredited study in Education • Additional certified/ accredited study • An additional degree to that accruing QTS status	✓	✓ ✓ ✓ ✓
Physical, mental and emotional demands • Commitment to helping provide a high quality service to children and families	✓	
Other: • Willingness to participate in training and development	✓	