



## **JOB DESCRIPTION**

### **Early Years Teacher or Early Years Professional**

- Modelling the expectations of Headteacher and senior staff, and upholding the school's vision and ethos, supporting the school's effective delivery of its aims
- Plan and deliver learning sequences, lessons and activities which are well supportive of the childrens' need and interest
- Set up the classroom environment astutely so it meets the developmental needs of the children on a day to day basis, and it ensures their safety
- Pay due regard to policies, procedures and risk assessments to ensure the safety of both children and staff
- Work under the direction of the Early Years Phase Leader
- Contribute to a calm, supportive and positive working atmosphere around school
- Contributing to the priorities and whole school targets set for the organisation
- Uphold the expectations of senior staff across all aspects of school and visibly support their work to move school forward
- Carry out personal and intimate care, following the school's policy carefully
- Ensure that parents are communicated with and they are well informed about events, the school's improvement priorities and children's attainment
- Ensure the smooth running of day to day happenings by assisting with general organisation when needed
- Demonstrate impeccable standards of personal integrity, professionalism and confidentiality
- Use data systems and information diagnostically to inform actions within your role
- Produce action plans, reports and information for senior staff and governors when required
- Lead a curriculum subject across the whole school
- Information share with the Headteacher, in the best interests of the children, staff well-being and the wider school context

- Work with external professionals, other school colleagues, governors and parents,
- Maintain efficient standards of record keeping
- To plan, organise and maintain a learning environment appropriate to the developmental needs and interests of children aged between three and five years.
- Implementing the 'phase 1' initial stage of our phonics program, specifically focusing on developing a child's listening skills, sound awareness, and oral language abilities.
- To motivate children in their learning and establish a consistent and enabling relationship with them.
- To ensure the classroom displays reflect the value attributed to children's work.
- To keep clear records of curriculum planning and maintain up-to-date profiles of children's development and progress.
- To contribute to whole-school policy-making and developmental planning.
- To contribute to successful induction into and transition out of the nursery for all children.
- Carry out risk assessment processes daily in the interests of safety
- To undertake regular safeguarding training
- To develop and maintain effective communication and partnership with parents
- Carry out home visits in conjunction with other staff members
- To liaise with appropriate support agencies such as health visitors, speech therapists, volunteers etc and participate in meetings arranged for these purposes.
- To provide oral and written assessments to parents and colleagues
- To review from time to time her/his methods of teaching
- To participate in arrangements for her/his further training and professional development which aim to meet needs identified in appraisal objectives
- To participate in arrangements for supervision and training of new staff in their induction period educational methods
- To advise and co-operate with the Headteacher, Deputy Headteacher, SENCO, Phase Leader and other staff on the development of early years philosophy and approach to learning and teaching Discipline, health and safety
- To maintain good behaviour among the pupils and to safeguard their health and safety

- To participate in meetings at the school which relate to the curriculum for the school, individual children's needs and the administration and organisation of the school
- To participate in administrative and organisational tasks related to such duties as described above, including the direction or supervision of people providing support for the teaching staff in the school
- Promote the effective well-being of all staff
- Share examples of effective practice with other colleagues in the school
- Ensure that new initiatives and key changes are implemented with effectiveness – overcome barriers and problems to enable this to happen
- Monitor standards of pupils work and their learning through observations, conversations with children and examples of work
- Hold 'difficult conversations' and professionally challenge standards which are not to expectation
- Deploy people and resources effectively and efficiently to meet specific objectives in line with the SIP and the financial constraints
- Liaise with members of the wider community, showing warmth and representing the school in the best way
- To promote the safety and welfare of all children and staff across the school as part of its safeguarding, health and safety and wellness policies
- Comply with school policies relating to child protection, confidentiality, data protection – reporting all concerns to the Headteacher
- To carry out all other responsibility as reasonably requested by the Headteacher and SLT.

