

### Main purpose of the job:

- Be an experienced EYFS teacher, demonstrating exemplary classroom practice and maintaining high standards of achievement and conduct for all.
  - Be responsible for the learning and achievement of all pupils, ensuring equality of opportunity for all.
  - Building the strong foundations framework into daily practice to ensure every child receives the best possible start.
  - To lead high-quality interactions, directing and modelling purposeful adult-child exchanges for all staff within the setting to enhance learning.
  - To champion oracy, implementing skilled adaptations that support all learners, including those with additional needs, in developing their communication and language skills.
  - Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
  - Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interest of pupils.
  - Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlines in the current *School Teachers Pay and Conditions Document and Teacher Standards (2020)*.
  - Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
  - To actively promote the Mission of the School "With Jesus we can achieve what we dream and believe."
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### Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2020). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

### Teaching

- Deliver a vibrant curriculum with excellent, up-to-date knowledge of the EYFS framework changes. Ensure planning, observation, and assessment systems meet all statutory requirements while inspiring a love of learning.
- Secure high rates of progress through engaging, research-informed, and purposeful play-based learning.
- Demonstrate a clear understanding of the needs of all pupils, specifically using oracy adaptations and distinctive teaching approaches to engage learners with SEND, EAL, or other barriers to learning.

- Develop a key-person role which fosters each child's attachment and self-esteem and establishes relationships, through high-quality interactions with pupils and their families which are based on warmth and mutual respect
- Create an enticing, stimulating and purposeful learning environment inside and outside, responsive to children's learning needs, by arranging for resources, equipment and materials to be available in such a way that they are easily accessible and will encourage the children to become independent learners and creative thinkers
- Work proactively to engage families in their child's learning, establishing excellent relationships between school and home, to promote the best possible progress and outcomes for each child
- Be accountable for the attainment, progress and outcomes of pupils' you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject).
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics (school scheme RWI).
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Attend and participate in meetings which relate to the school's management, curriculum, administration or organisation.
- Alongside the other teachers and Head Teacher be responsible for developing and refining the Early Years curriculum.

### **Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self control and independence of all learners.
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*.

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- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions Document*.

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.
- Lead a subject specific area of the curriculum, collaborating with and supporting staff to embed the latest statutory and evidenced led guidance as appropriate.

### **Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.

### **Professional Development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.

### **Other**

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the headteacher.

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This job description is not your contract of employment or any part of it. It has been prepared only for the purposes of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Signature of post holder : ..... Date: .....

Signature or Headteacher : ..... Date: .....

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