



## EYFS Class Teacher

Full Time, TPS

### PURPOSE OF POST

1. To be responsible for the learning, development, wellbeing and achievement of pupils within the Early Years Foundation Stage and KS1, ensuring equality of opportunity and high expectations for all children, including those with additional needs.
2. To create a safe, nurturing and stimulating learning environment where children develop communication, independence, resilience and a love of learning.
3. To play an active role in the school's journey of improvement, contributing positively to developing high-quality provision, consistent routines and inclusive practice.
4. To be responsible and accountable for achieving the highest possible standards in work and conduct.
5. To treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
6. To work proactively and effectively in collaboration and partnership with learners, parents and carers, governors, other staff and external agencies in the best interests of pupils.
7. To act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.
8. To take responsibility for promoting and safeguarding the welfare of children and young people within the School.
9. To uphold the Christian ethos the school.

### Reporting To

The Senior Leadership Team (SLT)

### RESPONSIBILITIES

All teachers are required to carry out the duties of a School Teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the School.

In addition, this role includes specific responsibility for delivering high-quality provision within the Early Years Foundation Stage and contributing to the school's journey of improvement.

### *Teaching and Learning*

1. To teach the curriculum as relevant to the age and ability of the pupils you are responsible for, including full delivery of the EYFS Framework where applicable.
2. To be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
3. To be accountable for the attainment, progress and outcomes of the pupils you teach.
4. To ensure a clear understanding of the needs, capabilities and prior knowledge of all pupils, including those with SEND, EAL, disadvantaged pupils and the more able, and to plan appropriately differentiated provision.
5. To demonstrate an understanding of child development and how young children learn, including the importance of play-based learning, language development and early social skills.
6. To promote high standards of literacy and communication, including the correct use of spoken English, and to create a language-rich learning environment.



7. If teaching early demonstrate a clear understanding of appropriate teaching strategies, including systematic synthetic phonics.
8. To develop early mathematical understanding through practical, engaging provision.
9. To plan and coordinate class assemblies in line with school policy.
10. To maintain thorough and up-to-date knowledge of the curriculum and wider developments relevant to the teacher's work.
11. To ensure the learning environment (including indoor and outdoor provision) is organised, attractive, stimulating and purposeful.
12. To establish consistent routines and expectations that promote independence, engagement and self-regulation.
13. To support effective transition into and out of EYFS.

#### *Marking assessment and reporting*

1. Use a range of observation, assessment, monitoring and recording strategies in line with school policies and EYFS requirements.
2. Make accurate and productive use of assessment and data to monitor progress and inform next steps.
3. Provide regular feedback to pupils appropriate to their stage of development.
4. Set homework and other out-of-class activities where appropriate.
5. Participate in arrangements for assessments in line with school policy.
6. Maintain appropriate records and provide accurate and up-to-date information on pupils' progress.
7. Complete accurate reports for parents and communicate effectively with families about learning and development.

#### *Supervisory responsibility*

1. The teacher will be responsible for the management of teaching assistants and other adults working with their class.

#### *Behaviour and Safety*

1. Establish a safe, purposeful and stimulating environment rooted in mutual respect.
2. Manage behaviour using consistent, relational and nurturing approaches appropriate to pupils' developmental stage.
3. Support pupils to develop emotional regulation, social skills and independence.
4. Maintain good relationships with pupils and act as a positive role model.
5. Have high expectations of behaviour and promote self-control.
6. Carry out playground and other duties as directed.
7. Promote and safeguard the welfare of children and follow school safeguarding procedures.
8. Comply with Health and Safety policy and undertake risk assessments as appropriate.

#### *Team working and collaboration*

1. 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.
2. Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
3. Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.



4. Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
5. Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document
6. To conduct a termly / annual review with each individual student according to school policy
7. To help collate and act on any information passed on which concerns students within the class.
8. To take part in liaison activities including Parents' Evenings, Open days/evenings, review days.
9. To fulfil supervision duties in school in line with school policy.
10. To contribute to school activities and enrichment for students.

#### *Wider Professional Responsibilities*

1. Work collaboratively with others to develop effective professional relationships.
2. Deploy support staff effectively as appropriate.
3. Communicate effectively with parents and carers with regard to pupils' achievements and wellbeing using school systems and processes as appropriate and encourage good and positive relationships with parents, guardians and carers.
4. Make a positive contribution to the wider life and ethos of the school.
5. Communicate and cooperate with relevant external bodies.

#### *Administration*

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

#### *Professional Development*

1. To participate professionally in the school's performance management systems.
2. To take responsibility for personal professional development.
3. To take part in professional development activities and inset organised by the school.
4. To make an active contribution to the policies and aspirations of the school.
5. To undertake any other duty as specified by STPCB not mentioned.

#### *General*

1. To have professional regard for the ethos, policies and practices of the School and maintain high standards in your own attendance and punctuality
2. To support the school's Health, Safety and Welfare policy and be aware of the responsibility for personal Health, Safety and Welfare and that of others reporting any hazards.
3. Perform any reasonable duties as requested by the Headteacher from time to time up to, or on a level consistent with, the principal responsibilities of the job.

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

**This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.**

Class Teacher	How identified (A/I/LO)
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Essential	Desirable	
<b>Educational Qualifications</b>		
Qualified teacher status	EYFS Specialism or relevant EYFS training	A
Degree Level Qualification		
<b>Experience</b>		
Successful experience of working with children in a primary school setting	Minimum 2 years' experience teaching in EYFS	A/I/ LO
Evidence of positive impact on pupil progress	Experience supporting children with SEND	
Experience establishing clear routines and positive behaviour for learning	Experience working with speech & language needs or social communication differences	
<b>Professional Knowledge</b>		
Strong understanding of the EYFS Framework	Knowledge of trauma-informed or relational approaches to behaviour	A/I/LO
Understanding of child development and how young children learn	Knowledge of strategies to support emotional regulation	
Knowledge of early phonics and early reading development		
Knowledge of early maths development		
Understanding of inclusive practice (SEND, EAL, disadvantaged pupils)		
<b>Skills &amp; Abilities</b>		
Ability to create a stimulating, language-rich learning environment		
Ability to plan engaging, purposeful learning through play and adult-led teaching		
Strong behaviour management rooted in nurture and high expectations		
Effective use of assessment to inform next steps		
Ability to work effectively with teaching assistants and direct their support		
Strong communication skills with children, parents and colleagues		
Ability to contribute positively to whole-school improvement		
<b>Personal Qualities</b>		
Excellent self-organisational skills		A/I
Belief that all children can succeed		
Calm, patient and nurturing approach		
Resilient and solution-focused		
Professional reliability re attendance, punctuality and deadlines		



Willingness to participate in learning opportunities after school when appropriate		
A commitment to personal professional development and supporting the development of a professional learning community within the school and Academy Trust		
Understanding of and a commitment to the school's Equality Policies and the ability to promote and implement these in the classroom		
Displays commitment to the protection and safeguarding of children and young people		
<i>A – Application, I – Interview, LO – Lesson Observation</i>		

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview