**EYFS TEACHER JOB DESCRIPTION AND PERSON SPECIFICATION**



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|  | **Essential** | **Desirable** |
| **Qualifications and training** | • Degree and qualified Teacher Status  • Evidence of continuous INSET and commitment to further professional development  • At least three years class teaching experience in the EYFS in a primary school  • Experience of successfully leading support staff |  |
| **Experience** | • Experience of working with SEN pupils and pupils from disadvantaged backgrounds  • Experience of working with a wide range of children’s workforce professionals | Additional experience in Years 1 or 2  Additional experience of working with children under 3 |
| **Knowledge and Understanding** | • Ability to interpret and analyse attainment data to identify learning needs and set targets  • Ability to recognise high quality EYFS practice and to model this for others  • Ability to keep pupils safe, including child protection and  forming and maintaining appropriate relationships  • Ability to create and maintain a safe, happy, stimulating and well organised classroom and phase  • Ability to undertake high quality observations of young children’s learning and development  • Ability to plan and deliver lessons to meet the needs of all learners across all areas of their development  • Ability to maintain high standards of behaviour and excellent discipline using positive strategies  • Ability to lead other adults as well as work collaboratively as part of a team  • Ability to train, support and challenge others when necessary  • Ability to communicate effectively both orally and in writing  • Excellent ICT skills  • Knowledge of the Statutory Framework for the Early Years Foundation Stage  • Knowledge of Development Matters  • Knowledge and understanding of assessment for learning  • Knowledge and understanding of how young children learn best, including through play  • An understanding of the role of parents/carers in improving attainment and experience of working directly with parents and carers |  |
| **Personal Qualities** | • Passionate about education and particularly determined to improve outcomes for all children  • Calm, friendly and approachable  • Hardworking, upbeat and energetic  • Flexible and responsive to change  • Self-motivated and able to work efficiently and effectively with minimum supervision  • Excellent organisational skills • Willingness to give and receive positive criticism  • Commitment to equality of opportunity  • Confident  • Able to use initiative and find solutions  • Resilient and robust  • A sense of humour |  |

**JOB DESCRIPTION**

**Responsible to: Executive Headteacher**

The duties of teachers are spelled out in the Teachers’ Pay and Conditions Document.

**The Role**

In addition to those classroom responsibilities that are common to all classroom teachers in the school, the overriding responsibility will focus on raising the standards of learning and teaching in the Early Years Foundation Stage. The teacher must be an excellent classroom practitioner with a minimum of three years teaching experience in the Early Years Foundation Stage and preferably also have experience teaching in Key Stage One.

**Specific Responsibilities**

**Key Objectives:**

The EYFS teacher will use their professional skills and judgment to:

* Deliver a high-quality Early Years Foundation Stage (EYFS) curriculum to meet the needs of all pupils.
* Support and contribute to the development of effective teaching and learning within the EYFS.
* Foster a positive and nurturing learning environment that promotes the development and achievement of young children.

**Main Responsibilities:**

* Plan, prepare, and deliver engaging and developmentally appropriate learning experiences in line with the EYFS framework.
* Use assessment data and observations to monitor and evaluate children’s progress, and plan effectively to meet their individual needs.
* Work collaboratively with colleagues and support staff to ensure a cohesive and inclusive learning environment.
* Communicate effectively with parents and carers to support their involvement in their child’s learning and development.
* Maintain accurate and up-to-date records of children’s progress and use this information to inform future planning and support.
* Liaise with the Key Stage 1 team to ensure smooth transition and curricular continuity.
* Work in partnership with external agencies as needed to support children’s development.
* Maintain an attractive, well-organised, and purposeful learning environment, both indoors and outdoors.
* Support the implementation of school policies and contribute to whole school development initiatives where appropriate.
* Participate in staff meetings, INSET training and other professional development activities to continually improve personal practice.
* Carry out any other duties reasonably assigned by the Headteacher to support the effective running of the school.

**Safeguarding Responsibilities:**

* Promote the safety and welfare of all children in accordance with school safeguarding policies and statutory requirements.
* Be vigilant and proactive in identifying, reporting, and responding to any safeguarding concerns, following school procedures at all times.
* Maintain up-to-date knowledge of safeguarding guidance and attend regular safeguarding training sessions as required.

**Subject Leadership Responsibilities:**

* Lead the planning, delivery, and development of a designated subject area across the school (to be agreed upon with the Headteacher).
* Monitor the teaching and learning within the subject to ensure high standards and support colleagues in developing their practice.
* Maintain up-to-date knowledge of curriculum developments and share best practices with staff.
* Manage and audit resources related to the subject area and advise the Senior Leadership Team (SLT) on future resource needs.
* Contribute to the development of relevant policies and ensure the subject is effectively represented in the School Development Plan.