

## JOB DESCRIPTION AND PERSON SPECIFICATION

<p><b><u>Job Title:</u></b> EYFS Teacher</p>	<p><b><u>Grade:</u></b> MPR / UPR</p>
<p><b><u>Job Family:</u></b> Teaching</p>	
<p><b><u>Overall Purpose of Job:</u></b></p> <p>As an EYFS Teacher you will teach pupils across the full age and ability range in Early Years Foundation Stage in order to ensure the highest possible standards of pupil achievement, personal development, and well-being.</p>	
<p><b><u>Main Responsibilities:</u></b></p> <p><b>PLANNING, TEACHING AND CLASS MANAGEMENT:</b></p> <p>You will teach allocated pupils by planning their teaching to achieve progression of learning through:</p> <ol style="list-style-type: none"> <li>1. identifying clear teaching objectives and specifying how they will be taught and assessed</li> <li>2. setting tasks which challenge pupils and ensure high levels of interest</li> <li>3. setting appropriate and demanding expectations</li> <li>4. setting clear targets, building on prior attainment</li> <li>5. identifying SEN or very able pupils</li> <li>6. providing clear structures for lessons maintaining pace, motivation, and challenge</li> <li>7. making effective use of assessment and ensure coverage of programmes of study</li> <li>8. ensuring effective teaching and best use of available time</li> <li>9. monitor and intervene to ensure sound learning and discipline</li> <li>10. using a variety of teaching methods to:             <ol style="list-style-type: none"> <li>i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary</li> <li>ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions</li> <li>iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources</li> </ol> </li> <li>11. ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught</li> <li>12. evaluating their own teaching critically to improve effectiveness</li> </ol> <p><b>ADDITIONAL STANDARDS FOR NURSERY AND EARLY YEARS</b></p> <ol style="list-style-type: none"> <li>13. You will take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy</li> <li>14. You will encourage pupils to think and talk about their learning, develop self- control and independence, concentrate, and persevere, and listen attentively</li> <li>15. You will use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning</li> <li>16. You will manage parents and other adults in the classroom</li> </ol>	

### **MONITORING, ASSESSMENT, RECORDING, REPORTING:**

17. You will assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
18. You will mark and monitor pupils' work and set targets for progress
19. You will assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
20. You will prepare and present informative reports to parents

### **OTHER PROFESSIONAL REQUIREMENTS:**

21. You will have a working knowledge of teachers' professional duties and legal liabilities
22. You will operate at all times within the stated policies and practices of the school/academy
23. You will establish effective working relationships and set a good example through your presentation and personal and professional conduct
24. You will endeavour to give every child the opportunity to reach their potential and meet high expectations
25. You will contribute to the corporate life of the school/academy through effective participation in meetings and management systems necessary to support the management of the school/academy
26. You will take responsibility for their own professional development and duties in relation to school/academy policies and practices
27. You will liaise effectively with parents and Academy Advisory Body (AAB) members

### **GENERAL:**

28. You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person without delay.
29. You will participate in training and other learning activities and performance development as required.
30. You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking.
31. You will ensure strict confidentiality in all areas of work.
32. You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR).
33. You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records).
34. You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once.
35. You will always comply with the Trust's policies and procedures.
36. You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

### **KNOWLEDGE, SKILLS & EXPERIENCE**

#### **Essential**

- Graduate with Qualified Teacher Status (QTS) (A/C)
- Knowledge of current educational practice and issues in Early Years (A/I)
- An excellent classroom practitioner (I/R)
- Knowledge of the provisions of national strategies, i.e., Literacy, Numeracy, and ICT (A/I)
- Effective use of ICT to support learning (A/I)
- Statutory curriculum requirements and requirements for assessment, recording and reporting of pupils' attainment and progress (A/I)
- Knowledge of current professional teaching standards (A/I)
- Experience of teaching in a Primary phase (A/I/R)
- High level of written, oral and communication skills (A/I)
- Ability to communicate effectively orally and in writing to a range of audiences (A/I/R)
- High level of organisational and planning skills (A/I/R)

- Evidence of sharing in and contributing to the corporate life of the academy (A/I/R)
- Work effectively as part of a team, relating well to colleagues, pupils, and parents (A/I/R)
- Ability to demonstrate a commitment to equality of opportunity for all pupils (A/I)
- Ability to investigate, solve problems and make decisions (A/I)
- Able to use own initiative and motivate others (A/I/R)
- Ability to relate to and empathise with pupils and parents to develop trusting and respectful relationships with them (A/I/R)
- Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure (A/I/R)
- Evidence of continuing professional development (A/I)
- Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support (A/I/R)
- Devolving responsibilities and delegating tasks where appropriate (A/I)
- Commitment to an involvement in extra-curricular activities (A/I)

#### **Desirable**

- Knowledge of all phases of primary education (A/I)
- The implications of the Code of Practice for Special Educational Needs for teaching and learning (A/I)
- Full working knowledge of relevant policies/codes of practice/legislation (A/I)
- Experience of teaching in the EYFS (A/I/R)
- Able to offer expertise in a specific subject or area (A/I/R)

Key: C – Certificate; A – Application Form; I – Interview; R - Reference

#### **Behaviours:**

- Polite
- Punctual
- Reliable
- Flexible
- Passion for learning
- Clear communicator
- Takes initiative
- Self-motivated
- Resilient
- Determined to succeed
- Team player
- Emotionally intelligent

#### **CONTACTS AND RELATIONSHIPS:**

**Managers** - in daily contact with senior leaders/Head of Academy

**Support Staff** – in daily contact with support staff who are involved in classroom support, cleaning, catering, site supervision and health and safety.

**Trust Staff** – in regular contact with Trust staff within the wider Education team (e.g., Directors of Learning, Executive Leaders)

**External** – in regular contact with external parties including parents/carers, local authority employees, as required.

#### **Note:**

This job description is provided for guidance only and does not form part of the contract of employment.

The post holder will be subject to an enhanced DBS check with barred list.