



JOB DESCRIPTION

Job Title:	EYFS/Year 1 Teacher
Salary Range:	Main Pay Range
Responsible to:	Headteacher
Direct Supervisory Responsibility for:	Assist in the supervision and line management of staff in the EYFS/Y1 team
Important Functional Relationships: Internal/External:	TPAT, Local Governing Body, Teachers, Support Staff, Pupils, Students, Parents/Carers, Governors, External Professional Bodies, Department for Education (DfE), Suppliers of Goods & Services, Visitors

Main Purpose of the Job:

- To work with the Headteacher in the day to day management of the school;
- To help formulate the aims and objectives of the early years foundation stage (EYFS) and policies for their implementation;
- To take an active lead in curriculum planning, classroom organisation and staff motivation in EYFS/Year One, ensuring the delivery of a creative and stimulating curriculum and environment;
- Overall responsibility for the quality and standards of teaching and learning across the EYFS, providing analysis and reports to the senior leadership team (SLT) and the Local Monitoring Committee (LMC) as required;
- Keep up-to-date with current developments in teaching and learning and in school improvement in the EYFS/Y1 and to share this with staff;
- To carry out the duties of this post in line with the remit outlined in the current School Teachers' Pay and Conditions Document, including the conditions of employment for Teachers and the school's own policies and procedures;
- Act within the statutory frameworks, which set out your professional duties and responsibilities, and under the terms and conditions for teachers outlined in the *School Teachers Pay and Conditions Document*, the *Burgundy Book* and *Teachers Standards*.

Main Duties and Responsibilities:

Leadership and Management:

- Work in very close partnership with and support the Headteacher in the effective day to day management of the school and school community across the EYFS/Y1; and to monitor and evaluate the quality of teaching and standards of pupil achievement;
- Support the Headteacher to develop a strong learning environment that has at its centre high expectations of learning, work, performance, academic achievement and behaviour;
- To seek ways of sharing good practice in the EYFS/Y1 and to ensure dialogue about teaching and learning amongst school staff;
- To ensure that the requirements of the EYFS/Year 1 including arrangements for assessment and moderation are met;
- To ensure appropriate support for individuals and groups of pupils based on assessment data;
- To ensure that all children in the EYFS/Y1 are able to learn and achieve to the best of their ability;
- To monitor and evaluate the impact of policies, practices, targets and priorities in the EYFS, identifying developments needed and working with the Head to achieve them;
- To work in partnership with the Headteacher, Deputy Head & members of SLT in the cycle of planning, implementation, review and evaluation of the school plan;
- Work with the leadership team in setting, nurturing, promoting and maintaining a very high standard of behaviour and mutual respect throughout the school and particularly in EYFS, ensuring that all staff play an active role in the pursuit of these standards;
- Through effective management ensure the efficient running of all day to day aspects of your area of responsibility including effective communication, regular monitoring and feedback, establishing and leading weekly planning meetings, maintaining high quality work environment, fully implementing the initiatives of the Head, and enabling the effective use of teaching assistants and support staff;
- To take the lead in classroom organisation, encouraging all staff to be actively involved in the children's educational opportunities;
- Lead by example in curriculum development, learning and teaching, classroom management, creating a quality learning environment and accessing continual professional development;
- Be a strong advocate for change and champion school improvement;
- Convey a positive "can do" attitude, motivate and inspire staff and present a positive 'united front' to secure successful outcomes of school initiatives;
- To actively support and promote positive and professional working relationships, giving and receiving constructive feedback aimed at developing the quality of relationships and the team's performance;
- There is an expectation that you will communicate information in a clear, legible, objective and professional manner, in a variety of ways, using the required level of confidentiality. This includes the use of email and computer based systems as they come into use.

Teaching and Learning:

- To teach pupils across the EYFS and Year 1.
- To be an excellent role model of outstanding practice to all staff;
- Establish creative, responsive and effective approaches to learning and teaching and ensure a culture and ethos of challenge and support where pupils can have a voice, achieve success and become highly engaged in their own learning and be enabled to actively support the learning of others;

- Monitor the effectiveness of teaching and learning including teachers' planning, monitoring planning, work sampling and scrutiny, lesson observations, supporting auditing and reporting outcomes, successful or otherwise and planning next steps and future actions;
- To be a proactive and productive member of staff, working co-operatively and altruistically to support the work, aims, and vision of the school;
- Taking such part as may be required of you in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
- Set and maintain exemplary standards of organisation, teaching, planning, time management, professionalism and effective learning;
- To use effective teaching strategies and lesson structures to deliver the EYFS/Year One curriculum by:
 - ❖ Being familiar with EYFS and Year 1 curriculum requirements and making full use of assessment information to develop, adapt and evaluate teaching strategies to give maximum benefit to a child/young person;
 - ❖ Sequencing and structuring EYFS/Y1 learning experiences and environments to develop organisational and problem solving skills to encourage independent learning;
 - ❖ Selecting and managing resources, using specialised materials including ICT, as appropriate, to enable maximum access to the curriculum and to promote independent living skills;
 - ❖ Ensuring a high standard of display to provide a stimulating and challenging environment.

Strengthening Community:

- Promote and model good relationships with parents and carers, which are based on partnerships to support and improve pupils' learning and achievement;
- Contribute to the development of the school within the community; strengthening partnerships with families, neighbours, our local and wider community, other schools and services;
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community. Contribute to the development of the education system by sharing effective practice, working in partnership with other schools and promoting innovative initiatives;
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice and discrimination, support staff wellbeing and work-life balance and help to ensure we provide access to opportunities for growth, achievement and success for all adults and children in school;
- Contribute to the development of an EYFS/Y1 curriculum which provides pupils with opportunities to enhance their learning within the wider community; to achieve economic wellbeing and to make an active contribution;
- Promote the ethos of the school setting high expectations of yourself in your classroom practice, the whole school, and the wider community and undertake any tasks related to fulfilling these expectations;
- To communicate and consult with parents/carers and other appropriate people, participating in focused meetings regarding children/young people using our services, as required.

Partnership Working:

- Work as a positive team player, demonstrating mutual respect and integrity for others whilst maintaining open and effective communications at all levels within the school and Trust;
- Support a collaborative learning culture and actively engage with other schools, school leaders and partnerships to build effective learning communities;
- Develop and maintain a culture of high expectations for self and others and take appropriate action when performance is unsatisfactory;
- Regularly review self-practice, set personal targets and take responsibility for your own personal and professional development;

- To remain vigilant and do everything possible to protect people who use our services and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to report any incident of this nature you witness, hear about or suspect;
- To promote a positive image of the Trust whilst representing the school in a professional capacity;

Other Duties and Responsibilities:

- To act as a Trust team member and provide support and cover for other staff where needs arise, inclusive of occasional work at other sites within a reasonable travel distance;
- To undertake break and other supervisory duties;
- To be responsible for your own continuing self-development and attend meetings as appropriate.

This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose 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. This document will be reviewed annually as part of the appraisal process or as appropriate.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.

PERSON SPECIFICATION – EYFS Teacher

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	Qualified Teacher Status Post Graduate Level Qualification or recognised alternative Evidence of continuing professional development Excellent IT skills	NPQEYL (national professional qualification for early years leadership) or equivalent, or willing to work towards this qualification	Application
Skills and Experience	Proven track record as a class teacher Demonstrate high quality teaching strategies Proven experience of raising standards of teaching, learning and assessment Curriculum management – planning, teaching and assessment Ability to analyse data in relation to developmental planning Excellent communication and people skills	Experience of working in the early years foundation stage Subject specialism	Application Interview Assessment
Specialist Knowledge and Skills	Good knowledge and understanding of the early years foundation stage an dKS1 National Curriculum Coaching and mentoring skills	Up to date knowledge of statutory regulations & guidance	Application Interview Assessment

	<p>Excellent organisational and interpersonal skills</p> <p>High level of accuracy and attention to detail</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p>		
Behaviours and Values	<p>Confident, proactive & self-motivated with a high level of initiative</p> <p>Ability to maintain positive, nurturing relationships with staff, parents and children</p> <p>An effective team player that works collaboratively & effectively with others</p> <p>Promote a culture of high performance</p> <p>Collaborative working</p> <p>Workforce resilience</p> <p>High level of emotional intelligence</p> <p>Trust, Integrity & Sensitivity</p> <p>Kindness & Empathy</p> <p>Willingness to learn and adapt to embrace new change initiatives</p>	<p>Communicate effectively to a wide range of different audiences</p>	<p>Application Interview Assessment</p>

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