



## **THE STOUR FEDERATION EARLY YEARS CLASS TEACHER JOB DESCRIPTION**

**Play. Make their day. Choose your attitude. Be there.**

### **CORE PURPOSE**

Holding QTS (or equivalent) and an undergraduate degree, you will be committed to attaining the highest standards and expecting excellence from our children.

You will be part of a team that will teach and lead through a variety of innovative approaches including curriculum design, teaching and assessment strategies, use of technology and intervention programmes that will create an environment where every classroom offers outstanding provision for children.

In selecting a teacher to join our team we will be looking for an aspirational person, someone with the ability to help build the commitment of all stakeholders to a culture of constant excellence.

### **PRINCIPLE RESPONSIBILITIES**

- To carry out the duties of a school teacher as set out in the 'School Teachers Pay and Conditions' Document, assuming overall responsibility for raising the quality of early years provision for Nursery and Reception children.
- To meet the required Teachers' Standards and promote excellent practice at all times.
- Work with all members of staff, Local Academy Council and the Trust Board of Directors to realise the vision of the school and The Stour Federation Multi Academy Trust, leading practice within the Nursery/Reception class.
- Promote the school ethos in all aspects of school life.

### **KNOWLEDGE AND UNDERSTANDING OF THE EYFS**

- Ensure that all practitioners understand the principles and content of the Early Years Foundation Stage and know how to put them in to practice.
- Support other practitioners in acknowledging the various influences and transitions experienced by a child from both inside and outside the setting.
- Practice and promote current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the wellbeing of children.
- Ensure that the requirements of the EYFS, including arrangements for assessment and moderation are met.

## **EFFECTIVE PRACTICE**

- To be accountable for the delivery of high quality provision within the setting.
- Encourage other practitioners to have high expectations of all children and to demonstrate commitment to ensuring that they can achieve their full potential.
- Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn.
- Promote the use of informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision.
- Plan and provide safe, appropriate, child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn.
- Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion.
- Actively support the development of children's language and communication skills.
- Promote positive behaviour, metacognition, self-regulated learning and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills.
- Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting.
- Establish and maintain a safe environment and employ practices that promote children's health, safety and physical, mental and emotional well-being.
- Encourage all practitioners to recognise when a child is in danger or at risk of harm and know how to act to protect them.
- Support the process of effective assessment, recording and reporting on progress in children's development and learning and use this as a basis for informing appropriate learning.
- Encourage all practitioners to talk to children, giving constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next.
- Maintain a positive and proactive culture amongst practitioners in being able to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, ensuring staff know when to refer them to colleagues for specialist support.
- Be familiar with the SEND Code of Practice and identification, assessment and support of pupils with special educational needs.
- To liaise with colleagues and Trust Improvement Leaders in order to support the successful transition of EYFS pupils from Reception to Year 1.
- Evaluate own teaching critically to improve pedagogical effectiveness.
- To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.

## **RELATIONSHIPS WITH CHILDREN**

- To ensure that all practitioners establish fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively with the children in their care.
- Encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views.
- Ensure all staff demonstrate the positive values, attitudes and behaviour which the setting expects from the children.

## **COMMUNICATING AND WORKING IN PARTNERSHIP WITH FAMILIES AND CARERS**

- Establish fair, respectful, trusting and constructive relationships with families and parents/ carers, and communicate sensitively and effectively with them.
- To work in partnership with parents / carers and other family members, providing formal and informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes.

## **TEAMWORK AND COLLABORATION**

- Establish and sustain a culture of collaborative and cooperative working between colleagues in the classroom, in the school and across the organisation.
- Influence and shape the policies and practices of the setting and share in collective responsibility for their implementation.
- Contribute to the work of a Curriculum Team and, where appropriate, coordinate and implement agreed actions.

## **DEVELOPING SELF AND WORKING WITH OTHERS**

Effective relationships and communication are paramount in a school role and you will be expected to manage yourself and your relationships well. Through appraisal and effective continuing professional development practice, you will be expected to achieve high standards. You will be committed to your own continuing professional development.

This will include:

- Valuing people and treating them fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the values underpinning the school.
- Ensuring own CPD includes developments in education and informed by research.
- Developing and maintaining a culture of high expectations for self.
- Regularly reviewing own practice and taking responsibility for own personal development.
- Managing own workload to allow for reflection and an appropriate work/life balance.
- Encouraging practitioners in the setting to develop and use skills in information and communication technology to support their work with children and wider professional activities.
- Playing an active role in identifying and finding ways of meeting the professional development needs of practitioners in the setting.
- Adopting a creative and innovative approach towards practice, by being open to opportunities for improvements, and encouraging staff to make suggestions.

## **OTHER PROFESSIONAL REQUIREMENTS**

- Understand professional responsibilities in relation to school policies and practices.
- Are aware of the role and purpose of the governing board of trustees.
- Set a good example in terms of dress, punctuality and attendance.
- Attend and participate in special events, open evenings and children's performances.
- Participate in staff training.
- Attend team and staff development meetings.
- Welcome parental support and assistance in the school.

## **KEY ORGANISATIONAL ACTIVITIES**

The post-holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed.
- Ensuring compliance with the General Data Protection Regulation (GDPR).
- At all times operating within the school's Equalities policy: there are no outsiders in our school.
- Commitment and contribution to improving standards for pupils as appropriate.
- Acknowledging customer care and quality initiatives.
- Contributing to the maintenance of a caring and stimulating learning environment for children.

## **SUPPORTING THE STOUR FEDERATION**

As part of the Stour Federation Multi Academy Trust the class teacher will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust schools and support initiatives that benefit all schools in The Stour Federation.

## **SAFEGUARDING CHILDREN & SAFER RECRUITMENT**

All schools in The Stour Federation Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. The class teacher plays a role in this within the school and the post is subject to enhanced DBS disclosure, prohibition and disqualification checks.

The Stour Federation will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment and adopted by the governing body are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.

## **ADDITIONAL DETAILS**

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

Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description will be reviewed annually and the Executive Headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.