

Teacher job description

This job description outlines the requirements and specification of the ideal candidate for the role of Nursery 0.5 FTE teacher at Alfreton Nursery School.

Teachers should make the education of our children their first concern. They are accountable for achieving the highest possible standards in the work and conduct of both themselves and the children. Teachers should act with honesty and integrity, ensuring they forge positive professional relationships and work with parents/carers in the best interests of the children. Teachers should also possess strong subject knowledge and keep this up to date with new research and government guidelines.

This job description outlines the key duties associated with the role of a Nursery teacher in a maintained nursery school.

Teacher job description

Employment details	
Job title	Nursery Teacher
Reports to	<u>Headteacher</u>
Hours of work	<u>0.5 FTE</u>
Salary	Main Scale

General duties

- Continuously meet at least the minimum standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' consultation meetings, and any other functions or meetings required.
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for children through a high level of professionalism.
- Participate in any performance-related appraisal arrangements made by the school.

Teaching

- Set high expectations which inspire, motivate and challenge children by:
 - Establishing a safe and stimulating environment for children, rooted in mutual respect.
 - Setting goals that stretch and challenge children of all backgrounds, abilities and dispositions.
 - Demonstrating consistently the positive attitudes, values and behaviour which are expected of children.
- Promote good progress and outcomes for children by:
 - Being accountable for children' attainment, progress and outcomes.
 - Being aware of children' capabilities and prior knowledge, and planning teaching to build on these.
 - Guiding children to reflect on the progress they have made and their emerging needs.
 - Demonstrating knowledge and understanding of how children learn and how this impacts teaching.

- Encouraging children to take a responsible and conscientious attitude to their learning.
- Demonstrate good subject and curriculum knowledge by:
 - Having a secure knowledge of the Development Matters document, fostering and maintaining children's interest, and addressing misunderstandings.
 - Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
 - Demonstrating a clear understanding of systematic synthetic phonics for early reading.
 - Demonstrating a clear understanding of appropriate teaching strategies for early Literacy and maths.
- Plan and teach well-structured sessions by:
 - Imparting knowledge and developing understanding through effective teaching strategies.
 - Promoting a love of learning and children's intellectual curiosity.
 - Setting activities for families via Tapestry to consolidate and extend the knowledge and understanding children have acquired.
 - Reflecting systematically on the effectiveness of sessions and approaches to teaching.
 - Contributing to the design and provision of an engaging curriculum within the relevant subject areas.
- Adapt teaching to respond to the strengths and needs of all children by:
 - Knowing when and how to differentiate appropriately, using approaches which enable children to be taught effectively.
 - Having a secure understanding of how a range of factors can inhibit children's ability to learn, and how best to overcome these.
 - Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support children's education at different stages of early development.
 - Having a clear understanding of the needs of all children, including children with SEND, children of high ability and children with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment by:
 - Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - Making use of formative assessment to monitor children's progress.
 - Using relevant data to monitor progress, set targets, and plan subsequent learning.
- Manage behaviour effectively to ensure a good and safe learning environment by:
 - Having clear expectations for behaviour and taking responsibility for promoting good and courteous behaviour, in accordance with the school's Behaviour and Inclusion Policy.
 - Maintaining good relationships with children, exercising appropriate authority, and acting decisively when necessary.
- Fulfil wider professional responsibilities by:

- Making a positive contribution to the wider life and ethos of the school.
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicating effectively with parents/carers with regard to children's achievements and wellbeing.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating children with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - Having regard for the need to safeguard children's wellbeing, in accordance with statutory provisions.
 - Showing tolerance of and respect for the rights of others.
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
 - Ensuring that personal beliefs are not expressed in ways which exploit children's vulnerability.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities.

Additional duties

- Carry out additional tasks as reasonable expected under the direction of the headteacher.

Teacher person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> • QTS. • A 2:2 or above degree in their subject area or a related subject. 	<ul style="list-style-type: none"> • A postgraduate qualification, e.g. a master's degree. • A first aid certificate.
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> • At least two years of experience teaching within a school environment or, for early career teachers, work or voluntary experience in a comparable environment. • Conducting assessments, keeping records and producing reports on children. • Implementing safeguarding procedures in schools. 	
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> • A clear understanding of the Early Years Curriculum • A clear knowledge of the assessment milestones for nursery age children. • An ability to use different teaching methods and adapt to cater for children's different needs. • Knowledge of effective intervention strategies to improve the quality of teaching and learning. 	<ul style="list-style-type: none"> • An understanding of relevant legislation and educational developments. • An understanding of how assessment and attainment information can be used to improve practice. • Skills in effective resource management and deployment.
Personal traits	
The successful candidate will be	
<ul style="list-style-type: none"> • Punctual, with a good attendance record. • An excellent communicator, verbally and in writing. • Organised. 	

- An excellent time manager.
- Hardworking, with high expectations of themselves and their professional standards.
- Committed to CPD.
- Able to work both independently and as part of a team.
- Able to maintain successful working relationships with other colleagues.
- Able to plan and resource effectively to meet curricular objectives.
- Driven and energetic.

The successful candidate may also be

- Committed to the value and promotion of the early years curriculum.
- Dedicated to promoting their professional development, and that of others.
- Able to promote good behaviour consistently.
- Able to plan and take control of situations.
- Committed to contributing to the wider school and its community.
- Able to effectively promote the school's ethos and vision.
- Capable of handling a demanding workload and successfully prioritising work.
- Professionally assertive and clear thinking.
- Able to work flexibly, attending evening meetings, in addition to managing a demanding workload.

Additional requirements

The successful candidate will have

- An enhanced DBS certificate and barred list check.
- Evidence for their previous work experience.
- References.