Job Description

Nursery Class Teacher (Main Pay Scale)

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description may be amended at any time following discussion between the Head of School and member of staff, and will be reviewed annually.

Line Manager: Head of Early Years/Headteacher

Core Purpose The class teacher will:

- Have high expectations and work collaboratively with colleagues in ensuring a high-quality education and care is provided to pupils.
- Fully support the school's vision and ethos, forge professional relationships, subscribe to the school's code of conduct and implement all policies.
- Ensure that the statutory welfare and safeguarding requirements of the EYFS are met at all times.

Teaching

Set high expectations which inspire, motivate and challenge pupils

- Establish a purposeful learning environment where pupils feel secure and confident; where diversity is valued; where there are opportunities to maximise teaching and learning.
- Design, resource, and maintain a high-quality "enabling environment" (both indoors and outdoors) that supports continuous provision and promotes child-initiated play and independent exploration.
- Set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions.
- Demonstrate consistently the positive attitudes, values, and behaviour which are expected of pupils.

Demonstrate good subject and curriculum knowledge

- Have secure knowledge of the Early Years Foundation Stage (EYFS) Statutory Framework, including the prime and specific areas of learning and development.
- Understand the pedagogy of early childhood development, effectively balancing play-based, child-initiated learning with focused, adult-led activities.

- Demonstrate a clear understanding of systematic synthetic phonics when teaching early reading and phase-appropriate pre-phonics listening/language skills.

- Demonstrate a clear understanding of appropriate teaching strategies when teaching early mathematics, embedding numbers and shape/space into everyday continuous provision.

- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and early communication and language development across the curriculum.

- Utilise the SHREC pedagogy and WellCOMM assessments to ensure development of language

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of both focused lesson time and in-the-moment planning during continuous provision.

- Promote a love of learning and children's intellectual curiosity.

- Plan engaging, sensory, and experiential learning opportunities that respond directly to the children's current interests and developmental stages.

- Reflect systematically on the effectiveness of lessons and approaches to teaching.

- Give immediate, constructive feedback which supports pupil learning, to enable pupil reflection and self-evaluation leading to improved learning.

- Maintain an attractive, stimulating, and well-organised classroom that acts as the "third teacher" to scaffold learning.

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.

- Demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.

- Have a clear understanding of the needs of all pupils, including those with special educational needs (including early identification and interventions); those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

- Incorporate sensory breaks, speech and language strategies, and targeted early interventions seamlessly into the daily nursery routine.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant EYFS areas of learning, including statutory assessment requirements such as the two-year-old progress check (if applicable) and preparation for the EYFS Profile.

- Utilise observational assessment effectively to capture 'in-the-moment' learning, track development, and identify immediate next steps.

- Use relevant data to monitor progress, set targets, and plan subsequent focus activities and environmental enhancements.

- Give pupils regular feedback, both orally and through accurate marking (where phase-appropriate), and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour, supporting young children in self-regulation and managing their own feelings and behaviour, using emotion coaching strategies.

- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.

- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

- Ensure the safe and dignified management of intimate care and toileting routines, in line with the school's safeguarding and intimate care policies.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.

- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support (such as Health Visitors, Speech and Language Therapists, and SEND teams).

- Direct, model, and collaborate effectively with Early Years Educators, Nursery Nurses, and support staff to ensure high-quality interactions across the setting.

- Act as a Key Person (where applicable), building strong, trusting attachments with a designated group of children to ensure their emotional security.

- Build and maintain robust working relationships with parents and carers as the child's "first educators," facilitating smooth transitions into the setting (including settling-in periods and home visits).

- Communicate effectively with parents with regard to pupils' achievements, well-being, and daily developmental milestones.

- Keep up-to-date with current educational thinking by attending relevant in-service training.

- Take part in regular performance management and fully in the corporate life of the school.

Personal and professional conduct You are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for your conduct as a teacher.

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
    - Treating pupils 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 pupils' well-being, 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 pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies, and practices of the school.
- Maintain high standards of attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.