



Job title:	EYFS Teacher
Job Purpose:	To be an effective teacher who supports and challenges all pupils to achieve their full potential.
Responsibility to:	Early Years Leader-Assistant Headteacher/ Head of School/Executive Headteacher

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

We grow our minds, skills, friendships and hearts here!

The Early Years is the foundation of your child's learning and is where they will learn the skills that will help them get the best start in life. We strive to create a nurturing, a safe and a happy place for our young learners to grow their skills, abilities and mindsets. We create an enchanting, engaging and stimulating learning environment full of inspirational learning opportunities to make their learning journey a motivating and a unique experience. We welcome all of our children and their families with open hands, open hearts and open minds and we are committed to building strong and reliable relationships as a base for a greater future for all of us.

Areas of responsibility and key tasks:

Planning, teaching and class management

Teach allocated pupil groups by planning teaching of the agreed curriculum to achieve progression in learning, through:

1. Identifying clear teaching objectives and specifying how they will be taught and assessed.

2. Creating learning opportunities within school and through educational visits which challenge pupils and ensure high levels of interest.
3. Providing clear structures for lessons maintaining pace, motivation and challenge.
4. Ensuring effective teaching and best use of available time.
5. Using a variety of teaching methods to:
 - a. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - b. Question effectively, listening carefully to pupils and give attention to misconceptions and errors;
 - c. Select appropriate learning resources and develop study skills through library, ICT, and other sources.
6. Building on prior attainment, set 'next step' targets for improvement.
7. Identifying SEN or very able pupils and making appropriate provision.
8. Endeavouring to give every child the opportunity to reach their full potential and meet high expectations.
9. Ensuring that pupils acquire and consolidate knowledge, skills and understanding appropriate to the subjects taught.
10. Setting appropriate and demanding expectations of learning and behaviour.
11. Monitoring and intervening to ensure that learning takes place and standards of behaviour are maintained.
12. Evaluating their own teaching and the curriculum critically to improve effectiveness.

Monitoring, assessment, recording, reporting

Follow the agreed policies and procedures of Globe Primary School to:

13. Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
14. Mark, monitor and assess pupils' developmentally, setting 'next step' targets for progress.
15. Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and areas for development, inform planning and recognise the level at which a child is achieving.
16. Meet with parents to discuss pupil progress and prepare and present informative reports to parents.

Other professional requirements

Work collaboratively with others in the school and take personal responsibility to:

17. Maintain up-to-date working knowledge of teachers' professional duties and legal liabilities.
18. Operate at all times within the stated policies and practices of the school, including safeguarding and pupil welfare, health and safety procedures and the promotion of equal opportunities.
19. Participate fully in the school's appraisal procedures, identifying professional development needs, following guidance and taking appropriate steps to address these needs.
20. Liaise effectively with parents, governors and others engaging with the school.
21. Establish effective working relationships and setting good examples through presentation and personal and professional conduct.
22. Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school, as well as community events.
23. Take on any additional responsibilities which might from time to time be determined by the headteacher.

Additional standards for EYFS teachers:

- 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;
- encourage pupils to think and talk about their learning, develop self-regulation, concentrate and listen attentively;
- lead by example and promote independence, problem-solving, sustained-shared and critical thinking;
- promote growth mindset both for children and the team;
- use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;
- manage and other adults in the classroom;
- promote mutual respect, team spirit, and flexibility in approaches to changes and working with both the children and the team;
- keep the setting and the classroom tidy and organised.

Additional standards for Language Provision Teachers

- provide expertise in meeting special educational needs that can assist other teachers, teaching assistants, speech and language therapists, parents and other professionals concerned with the children;
- devise innovative teaching styles, to overcome barriers to learning by individual children;
- take responsibility for planning, organising, teaching and assessing the work of a class in accordance with the agreed school policies, and in collaboration with speech and language therapists, and other relevant agencies;
- work effectively as a member of a multi-disciplinary team; liaise and communicate effectively with the leader of the speech and language provision;
- prepare records, reports and legal documents to an agreed timetable required by the Headteacher and/or outside agencies;

- maintain and review joint records of children's speech and language development according to systems of record keeping agreed with the speech and language therapist.

Employee signature:

Date:

Signature on behalf of employer:

Date: