



Job Description

Job Title: Early Years Classroom Teacher
Accountable to: Headteacher

Purpose of the job

To be an effective classroom teacher, engaging pupils of all abilities to achieve their full potential. Act with integrity and honesty and foster positive relationships with parents and colleagues in the best interests of the children.

Knowledge and Understanding

- Have a secure knowledge of the Foundation Stage, National curriculum and statutory guidance.
- Design a curriculum to give children the foundational knowledge and understanding they will need for key stage 1 and the rest of their schooling.
- Foster and maintain and extend pupils' interests through quality play opportunities;
- Demonstrate quality adult-child interactions, which model, question, challenge and extend children's thinking and learning.
- Understand and articulate the Early Years pedagogy and be able to securely answer subject-related questions and address common misconceptions and mistakes.
- Demonstrate a clear understanding of systematic synthetic phonics.
- Demonstrate a clear understanding of appropriate teaching strategies in early mathematics.

Planning and setting expectations

- Identify clear teaching objectives, content lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation.
- Set clear targets for pupils' learning, building on prior attainment. Identify pupils who have special educational needs and know where to get help in order to give positive and targeted support, implement and keep records on Individual Education Plans (IEPs).

Teaching and learning

- Have a secure understanding of how a range of factors can affect pupils' ability to learn, and how best to overcome these.
- Ensure effective teaching of whole classes, groups and individuals, so that teaching objectives are met, momentum and challenge are maintained and best use is made of teaching time.
- Set high expectations for pupils' behaviour through well-focused teaching and through the development of positive and productive relationships.

- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.

Assessment and evaluation

- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Assess pupils' work by providing constructive oral and written feedback, setting targets for pupils' progress.

Pupil Achievement

- Be accountable for pupils' attainment, progress and outcomes.

Relationships

- Develop effective professional relationships with colleagues, knowing how and when to get further advice or specialist support
- Communicate effectively with parents with regard to pupils' achievement and well-being.
- Work with other professionals as needed i.e. speech and language for pupils' welfare.
- Take responsibility for improving teaching through appropriate professional development, responding positively to advice and constructive feedback from colleagues.
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real world and work-related examples.

Personal and Professional Conduct

- Treat people 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.
- Show tolerance of, and respect for, the rights of others
- Have proper and professional regard for the ethos, policies and practices of the school and wider academy trust.

Person Specification: Early Years Classroom Teacher

	Essential	Desirable
Education, Training and Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • Degree or equivalent. • Specialism in EYFS or have taught in Early Years. • Evidence of commitment to further professional development. 	<ul style="list-style-type: none"> • Paediatric First Aid training • Administration of Medicine Training
Experience, Knowledge and Understanding	<ul style="list-style-type: none"> • An excellent knowledge and understanding of the Early Years Foundation Stage requirements. • Knowledge of assessment strategies and use of data to inform and improve learning and teaching. • Excellent understanding of how children learn and ability to use this knowledge to plan exciting and stimulating learning opportunities which actively promote independence in learning and enable good progress and achievement. • High expectations of pupil achievement and ability to motivate pupils of differing abilities. • Understand requirements around safeguarding children in education. 	<ul style="list-style-type: none"> • Experience of the new Early Years 2021 Curriculum. • Understanding of Trauma informed schools and practices. • Administered the statutory 'Reception Baseline Assessment' and experience of completing the statutory 'Early Years Foundation Stage Profile' assessment at the end of the year.
Skills and Abilities	<ul style="list-style-type: none"> • Ability to recognise high quality EYFS practice and to model this for others. • Experience of teaching Phonics. • Experience of teaching early Maths. • Ability to plan and deliver lessons to meet the needs of all learners across all areas of their development. • Show evidence of high-quality teaching. 	<ul style="list-style-type: none"> • A thorough and up to date knowledge of subject specialism. • Experience of outdoor curriculum /Forest schools • The ability to contribute and lead on extra-curricular activities.

	<ul style="list-style-type: none"> • Ability to undertake high quality observations of young children’s learning and development. • Use ICT effectively as an integral part of teaching and learning. • Ability to keep pupils safe, including child protection and forming and maintaining appropriate relationships. • Ability to create and maintain a safe, happy, stimulating and well-organised classroom. • Ability to cater for the needs of all children in a class. 	
Personal Qualities	<ul style="list-style-type: none"> • A positive attitude and a sense of fun. • Resilient and robust. • Hardworking, flexible and responsive to change. • Willingness to give, receive and act on feedback in a constructive way. • Able to use initiative and find solutions. • Commitment to excellence and raising the academic and personal achievement of all pupils. • Ability to promote a positive ethos and maintain high standards of behaviour using positive strategies. • Ability to work collaboratively with all school staff, parents and external agencies. • Commitment to maintaining confidentiality and to act in a professional manner at all times. 	<ul style="list-style-type: none"> • Willingness to develop community links. • Willingness to work with and share best practice with colleagues at partner schools within the Trust.