

# Stow Heath Primary School



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## EARLY YEARS CLASS TEACHER

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### Job Description & Person Specification Brochure

<b>Job Title</b>	Early Years Class Teacher
<b>Salary Scale</b>	Up to UPS3
<b>Responsible to</b>	Headteacher & Governing Body
<b>Line Manager</b>	Assistant Headteacher for Early Years

### **1. General Duties**

The post holder is required to carry out, under the reasonable direction of the Headteacher, the appropriate duties of a teacher which are set out in the current School Teacher's Pay and Conditions document.

### **2. Particular Duties and Responsibilities**

The postholder is expected to undertake, within the Conditions referred to above, the more specific duties/responsibilities listed below. These do not include or imply any voluntary duties.

### **3. Amendment of job description**

The particular duties and responsibilities listed below may be reviewed from time to time at the request of the Headteacher or post holder as circumstances make necessary. They may be amended only after consultation and approval of the Governing Body. In the exceptional situation of mutual agreement not being achieved, the individual teacher, or Headteacher, will be able to pursue this matter in accordance with grievance procedures.

### **Job purpose:**

**The successful candidate will be expected to carry out the duties of a teacher in accordance with the Teachers Pay and Conditions Document and other relevant statutory provisions, and to carry out other such associated duties as are reasonably assigned by the Head teacher**

### **Key responsibilities:**

#### **Teaching & Learning**

##### **all teachers should:**

- Set high expectations which will inspire, motivate and challenge pupils
- Promote good progress and outcomes for all pupils
- Plan, prepare and teach well structured lessons, good quality teaching is expected, following the schools teaching and learning policy
- Be able to promote a love of learning
- Implement and deliver an appropriately broad, balanced, relevant and inspiring curriculum for pupils, incorporating the areas of learning for Early Years Foundation Stage in line with the policies of the school and national directives
- Know and understand the current assessment arrangements and methods
- Keep abreast and informed of current developments within the curriculum and assessment
- Follow the schools long term planning in the preparation of medium and short term planning, ensuring they prepare themselves appropriately to teach
- Show continuity and progression in planning and set appropriately demanding expectations of each pupil, including pupils with IEP's, the more able and those on the Gifted and talented register
- Use appropriate resources, including ICT
- Create an attractive, stimulating and safe learning environment
- Demonstrate positive attitudes, values and behaviour

#### **Curriculum - subject and curriculum knowledge**

- Share in the development and review of the EYFS curriculum, teaching materials, methods of teaching and assessment in collaboration with the wider EYFS team and EYFS Lead
- Develop and produce quality visual aids, teaching resources and areas of continuous provision within the EYFS unit.
- Organise learning materials and resources, making imaginative use of resources.
- Assist with the development of children's personal/social and language abilities.
- Support the development of children's basic skills, including physical coordination, speech and communication.

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- Encourage children's mathematical and creative development through stories, songs, games, drawing and imaginative play.
- Develop children's curiosity, knowledge and skills through our skills based provision offer.
- Demonstrate a secure knowledge of the relevant subject(s) and curriculum areas
- Take responsibility for promoting high standards in literacy and numeracy
- Demonstrate a clear understanding of synthetic phonics, RWI
- Demonstrated the ability to use wide range of teaching strategies
- Provide homework and out of class activities as part of our termly newsletter

#### **Behaviour and safety**

- Foster a learning environment and educational experience which provides pupils with the opportunity to develop and fulfil their individual potential.
- Provide pastoral care and support to children and provide them with a secure environment in which to learn.
- Support the school vision and ethos
- Maintain positive behaviour in the classroom
- Have high expectations of pupil behaviour
- Manage the class effectively and maintain positive relationships
- Follow the school code of conduct
- Closely liaise with parents, carers and other professionals within the Early Years Foundation Stage, and the wider school, including fellow staff, subject leaders and colleagues from external agencies (for example, specialist teachers from the LA support services, health professionals and social workers).

#### **Inset, teacher support and staff induction**

- Provide advice and guidance on learning and teaching to secure improvement following attendance at relevant INSET
- Support and co-ordinate the work of other staff
- Participate in meetings at the school
- Take part in professional development
- Ensure the smooth transition between Nursery and Reception and Reception to Year 1.

#### **Assessment and recording of achievement**

- Facilitate, support and monitor the overall progress and development of EYFS pupils and designated groups of pupils. Make accurate and productive use of assessment
- Have an up to date knowledge and understanding of how to assess curriculum areas, statutory assessment
- Use Assessment for Learning, AfL
- Monitor progress and set targets
- Provide regular and accurate feedback to pupils
- Assist in the development and maintenance of school portfolios to assist in the moderation and raising of standards
- Keep up-to-date with developments in assessment
- Set and review pupil targets
- (Differentiate activities and scaffold teaching and learning to meet the needs of pupils so that pupils make at least satisfactory progress
- Liaise with other staff to ensure that assessments are kept up to date

#### **Monitoring standards and quality**

- Monitor learning and teaching in partnership with the Headteacher, through moderation exercises and classroom observations, and other methods e.g. book trawls
- Monitor the standards of pupils within their own class

#### **Appraisal/performance management**

- take part in CPD
- take an active part in the school's appraisal systems
- be responsible for up dating their own knowledge

**Evaluation and monitoring**

- Review targets in the SIP, which relate to their curriculum area in partnership with SLT
- Take a full and active part in the monitoring process
- Be able to reflect on the effectiveness of their lessons

**All staff are expected to:**

- Support the aims and vision of the school
- embrace the philosophies of the school with regard to the education and integration of children with special needs
- embrace the council's policies with regard to equal opportunities
- ensure that they keep informed of developments in school by reading the staff file, the notice board, staff handbook, policies and curriculum documentation
- check their mail box regularly
- be skilled users of ICT and keep their ICT skills up-to-date
- support the aims and objectives of the school
- be knowledgeable about the EYFS, KS1 and KS2
- be committed to working in partnership with parents
- be responsible for their own professional development
- support the ethos of the school
- be knowledgeable about child protection and safeguarding procedures
- attend parent's evenings, communicate effectively with parents and produce quality reports for parents
- promote positive behaviour strategies and discipline
- be a positive role model
- market the school in a positive manner
- support the wellbeing of all
- inform the appropriate person about children with learning or behaviour difficulties and those who they consider to be gifted and talented.
- Maintain teaching standards throughout all aspects of school life
- Make a contribution to the wider life of the school
- Be a positive role model for pupils and other staff
- Follow the school code of conduct

**All post-holders are expected to:**

- Play a full part in the life of the school community, and support its distinct ethos.
- Follow and actively promote the schools policies and procedures.
- Comply with health and safety policy and undertake risk assessments as appropriate.
- Actively pursue own personal and professional development
- **Support and contribute to the school's responsibility for safeguarding children.**

***The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.***

***This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.***

<b>Early Years Class Teacher Person Specification</b>		
	<b>Essential Criteria</b>	<b>Desirable Criteria</b>
<b>Qualifications &amp; Experience</b>		
Education	✓ A degree or equivalent with Qualified Teacher Status	
Experience	<ul style="list-style-type: none"> <li>✓ Experience of working in Early Years Foundation Stage</li> <li>✓ Experience of delivering phonics sessions</li> <li>✓ Knowledge and experience of conducting baselines</li> <li>✓ Knowledge and experience of the characteristics of effective learning.</li> <li>✓ Knowledge and experience of assessments for Good Levels of Development</li> </ul>	➤ Experience of the Early Years moderation process. No longer a statutory requirement however will be completed in-house
<b>Professional Knowledge</b>		
Safeguarding	✓ A thorough knowledge and understanding of safeguarding children	
Teaching, Learning and Assessment	<ul style="list-style-type: none"> <li>✓ Be a highly effective practitioner.</li> <li>✓ Plan creative and engaging learning opportunities that capture the children's imagination.</li> <li>✓ Knowledge of early reading, number and writing skills.</li> <li>✓ Demonstrates a good understanding of assessment and progress.</li> <li>✓ Is aware of the importance of effective partnerships with parents and can demonstrate this.</li> <li>✓ Has an understanding of data and knows how to use this information to target pupils to ensure high outcomes for all.</li> </ul>	➤ Experience of liaising with nurseries and transition from nursery to primary school
<b>Professional Skills</b>		
Ethos	<ul style="list-style-type: none"> <li>✓ A holistic approach to the well-being and education of pupils.</li> <li>✓ The ability to challenge and engage children in their learning through creative opportunities, with high levels of expectations of all learners.</li> </ul>	
Curriculum	<ul style="list-style-type: none"> <li>✓ Ability to set up a creative and engaging learning environment, which immerses children in their topic</li> <li>✓ Experience of using the 'Outdoors' to enhance learning regularly.</li> </ul>	
<b>Professional Attributes</b>		
Relationships	<ul style="list-style-type: none"> <li>✓ Ability and willingness to work collaboratively and supportively within the school team.</li> <li>✓ Able to inspire confidence and respect amongst colleagues and the school community.</li> <li>✓ Builds effective and professional working relationships with parents, Governors, and the wider community.</li> </ul>	
Attitude	<ul style="list-style-type: none"> <li>✓ A team player who is willing to support other staff members and work together to support the development of Early Years provision at Stow Heath</li> <li>✓ Is committed to their own professional development.</li> <li>✓ Is a creative thinker, who strives to embed innovative practice and strategies to improve learning for all pupils.</li> <li>✓ Consistently reflects the highest levels of professionalism as a role model at all times and demonstrates the school's aims and values at all times.</li> <li>✓ Demonstrates our schools values and ethos</li> </ul>	