



Amanda Hough  
Headteacher

## Job description for a EYFS Teacher

### Responsibilities of the job

#### A) Planning learning

1. Plan rich and stimulating learning activities that achieve good progression in pupils' understanding by:
  - identifying clear learning objectives and learning content, appropriate to the subject matter and the pupils being taught
  - setting tasks for whole-class, individual and group work which challenge pupils and ensure high levels of interest and enthusiasm
  - setting clear targets for pupils' learning that build on prior attainment
  - identifying pupils who:
    - have special educational needs
    - are high attainers
    - are not yet fluent in English
  - Ensure that learning is appropriately differentiated so that the learning is well pitched and all pupils are challenged at their current level of understanding.
2. Create a high quality, rich, stimulating and enabling learning environment containing items that will capture pupils' attention and lead to independent exploration.
3. Make effective use of assessment information on pupils' attainment and progress when teaching and in planning future learning.
4. Plan opportunities to develop pupils' spiritual, moral, social and cultural development.

#### B) Teaching and classroom management

5. Ensure effective teaching of the whole class, and of groups and individuals within the whole-class setting, so that learning objectives are met and pupils' learning time is used efficiently.
6. Establish and maintain a purposeful learning atmosphere.
7. Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused, engaging teaching and through positive and productive relationships.
8. Establish a safe, clean and secure learning environment which promotes pupils' confidence.
9. Use teaching methods which capture pupils' interest and maintain their engagement through:



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- offering rich, captivating learning activities
  - setting the highest expectations for all pupils
  - clearly establishing a purpose for learning, placing it within a context
  - ensuring that learning is conducted at a healthy pace
  - effective questioning that includes open and closed questions, together with the use of probing, supplementary questions
  - providing frequent opportunities for pupils to learn through talk and interaction
  - stimulating intellectual curiosity and communicating enthusiasm for learning
  - matching the teaching approaches used to the subject matter and the age of the pupils being taught
  - modelling good language use to children
  - modelling good social skills to pupils
  - clear instruction, effective modelling and accurate explanation
  - careful attention to pupils' errors and misconceptions and helping to remedy them
  - listening carefully to pupils, analysing their responses and responding constructively in order to take their learning forward
  - selecting and making good use of ICT and other learning resources which enable learning objectives to be met
  - providing opportunities to develop pupils' wider understanding by relating their learning to 'real life'.
10. Be familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of the responsibilities under the Code, create and review Individual Education Plans for pupils at Foundation Stage Action and Foundation Stage Action Plus.
11. Evaluate your own teaching critically and use this to improve your effectiveness.

## **C) Monitoring, assessment, recording, reporting and accountability**

12. Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.
13. Maintain good organisation and accurate assessments in pupil profiles so that they offer a clear record of pupils' progress.
14. Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents.
15. Engage in assessment moderation meetings with other colleagues.
16. Ensure pivotal children are identified and supported to make ARE



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17. Understand the expected demands of pupils in relation to the Early Years Foundation Stage and the Foundation Stage Profile.
18. Actively engage with children's parents and communicate with them about their child's learning on a regular basis. Assist them to support their child's learning at home.

## **D) Management and administration**

19. Participate in administrative and organisational tasks related to the responsibilities described above.
20. Provide cover for other teachers as appropriate.
21. Contribute to the induction of new and probationary teachers.
22. Support students on placement in school.
23. Participate, as required, in tasks relating to the curriculum, organisation and pastoral functions of the school.
24. Participate in any arrangements made by the school for performance management and continuing professional development.
25. Present a positive image of the school to all other stakeholders.
26. Any other duties as may be required and directed by the Head teacher,



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