



CLAYESMORE



Inspired Learning Group

Inspiring Potential. Creating the Future.

JOB DESCRIPTION

Section 1: General Information

Position Title	Pre-Prep Teacher	Section/Department	Academic
Reports To	Head	Date of Review	January 2026
Location/Site	Clayesmore School	Employment Status	Full Time, Permanent

Section 2: Job Description

Position Purpose	The Class Teacher is responsible for the education and welfare of a class, in accordance with school policy, ensuring the safety and welfare of pupils and achieving the highest standards of learning and achievement for all. Additionally, they are expected to promote and support the ethos, aims and vision of the school and maintain its philosophy of education. The Class Teacher is responsible to the Senior Leadership Team (SLT) and ultimately the Head.
Key Responsibilities	<ul style="list-style-type: none"> To develop the Core EYFS vision, with creativity and high standards at its heart To be the lead teacher for EYFS displaying expertise in a range of creative teaching methodologies to address pupils' early learning styles. To be visionary and creative in the implementation of high standards and active learning across the Early Years curriculum. To ensure high quality and effective assessment of pupils across the Early Years and through the completion of the Early Years Foundation Stage profile. To develop and creatively expand the indoor and outdoor Learning Environment to ensure opportunities for imaginary play and learning. To coordinate and evaluate continuity and progression across Nursery and Reception through shared practice and focused classroom observations. To be a Performance Management/Appraisal Team Leader. To initiate, embrace and manage change positively in line with the School Improvement To ensure all EYFS/Key Stage 1 staff understand the EYFS curriculum and implement strategies to regularly track value added across Early Years and monitor standards to inform school review. To build capacity for self-evaluation and developmental priorities and



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strategically plan improvements in Early Years practice.

- To be a key contributor to the Leadership Team, supporting the methods and standards of the school and determining its needs and priorities.
- To be responsible for the implementation and evaluation of agreed development strategies on the School Improvement Plan in terms of measurable success criteria.
- To build a collaborative Early Years team, reacting to staff needs through mentoring and mutual support.
- To extend parental links and home/school partnerships in terms of EYFS expectations, curriculum understanding and methodology.
- To be reflective leader, displaying professionalism and commitment to all areas of school life.
- To lead Key Workers in the collection and sharing of moderated assessments
- To inspire children to become active participants and independent learners.
- Excellent classroom practitioner, in terms of planning, challenging gifted pupils, innovatively supporting special needs and creatively organising the learning environment.
- Experience of creating a stimulating classroom and differentiated learning environment.
- Knowledge and understanding of the development of children between the ages of 3 – 7
- Experience of effectively supporting disadvantaged children to achieve well.
- Ability to forward plan, organise, communicate, and evaluate effectively.
- Sound knowledge of the new EYFS curriculum areas and NC.
- Knowledge and experience of assessment procedures, moderation, and evaluation at Early Years.
- Ability to manage, coordinate and monitor an area of the curriculum (preferably Art, PE, or ICT).
- Ability to safeguard and promote the welfare of children, forming and maintaining appropriate relationships and personal boundaries



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Section 3: Person Specification

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status (QTS) • Evidence of recent professional development • Sound knowledge of the development of children’s learning 	<ul style="list-style-type: none"> • An understanding of theories of education related to health improvement for children in hospital • Foundation Degree or BA in Early Years (B.Ed) • Early years teacher status (EYTS) • Early years professional status (EYPS)
Experience	<ul style="list-style-type: none"> • Successful teaching experience in the Early Years Foundation stage • Experience of successful and co-operative working as a member of a team. • Sound Knowledge of the EYFS Framework. • Track record over time of raising pupil achievement. • Track record of actively promoting safeguarding procedures in a school. • Evidence of developing leadership skills within school in the past year. 	<ul style="list-style-type: none"> • Teaching experience in Key Stage 1
Knowledge	<ul style="list-style-type: none"> • Detailed knowledge and understanding of the Early Years Foundation Stage curriculum. • Ability to communicate effectively in a variety of situations and with all stakeholders. • Good ICT skills and ability to use effectively in all aspects of the role. • Curriculum/provision management - planning, delivery, and assessment. • Ability to interpret and analyse relevant data and produce action 	<ul style="list-style-type: none"> • Ability to develop and maintain a supportive and caring emotional environment for young children • Knowledge of the Early Years SEN Code of Practice • Ability to incorporate characteristics of effective learning into all aspects of provision



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	<p>plans.</p> <ul style="list-style-type: none"> • Experience, knowledge and understanding of education partnerships. • A clear vision and understanding of the needs of all pupils in order to 'close the gap' in learning between pupil groups. • Understanding and knowledge of current issues in education, especially EYFS 	
Skills and Abilities	<ul style="list-style-type: none"> • Creative, engaging and organized with the ability to respond to change in a calm and effective way. • Ability to demonstrate an enthusiastic, sensitive and resilient approach towards the leadership role in our staff team. • High quality care, guidance and support for pupils and parents. • Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community. • A track record of making learning fun and exciting for all children ensuring all children develop a real desire for learning and school 	<ul style="list-style-type: none"> • An enthusiasm for, and understanding of how, promoting and incorporating aspects of sustainability and LOTC can positively impact on children's learning
Work-related Personal Qualities	<ul style="list-style-type: none"> • Be an effective team player that works collaboratively and effectively with others • Excellent interpersonal skills, communicating (verbally and in-writing) effectively to a wide-range of audiences • Support, motivate and inspire both colleagues and pupils by leading through example • Suitability to work with children 	



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	<ul style="list-style-type: none"> • Confidence, warmth, sensitivity, reliability and enthusiasm
Equal Opportunities and Commitment	<p>Commitment to equality of opportunity for all regardless of gender, disability, religion, and ethnic origin</p> <p>Demonstrate a commitment to:</p> <ul style="list-style-type: none"> • safeguarding and child protection • equalities • promoting the school’s vision, values and ethos • high quality, stimulating learning environment • relating positively to and showing respect for all members of the school and wider community • ongoing relevant professional self-development

The above is designed to help you in the understanding of your role and is not intended to be a definitive list of your duties, as flexibility in meeting company needs is required by all employees.