

**JOB DESCRIPTION**

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| JOB TITLE: | Early Years Teacher |
| SALARY | Main Scale |
| REPORTING TO: | Head of Year & Head of EYFS (Deputy Head) |

# Ethos

The ethos of the school is a shared responsibility to which all staff are expected to make a significant contribution. The expectation is that in your role as an early Years Teacher you will contribute cheerfully to the life and work of the school in a positive and enthusiastic manner.

# Job Purpose

To be the Teacher for a class of approximately 20 pre-school pupils, responsible for their pastoral welfare and learning and development.

**Key aspects of the role:**

* To be an outstanding Early Years Teacher enabling all children to achieve excellent outcomes while building their knowledge and skills for future learning.
* To plan and teach activities, following the EYFS framework that ignite the children’s curiosity and enthusiasm for learning, taking into account the children’s individual needs, interests and stages of development
* To foster professional, respectful and supportive relationships with parents and to be the first port of call for all parental issues while seeking to promote the School to parents at every opportunity.
* To provide a safe, secure and stimulating environment that facilitates learning and development.
* To provide highly quality care supporting the children in forming secure attachments and promoting their well-being and independence.
* To value and understand the practice and principles of equality and diversity effectively promoting these in an age appropriate way.
* To support the children in gaining high levels of self-control, respect for others, motivation to succeed and confidence
* Statement of Responsibilities
* To have due regard for the education of all children in the school in accordance with the school’s aims and objectives as laid down by the:
  + Staff Code of Conduct;
  + Staff Handbook;
  + Website;
  + School’s curriculum and Policy Documents;
* To share in the corporate responsibility for the well-being and discipline of all the pupils in the School with due regard for the requirements laid down in the:
  + Behaviour Policy;
  + Child Protection / Safeguarding Policy;
  + Pastoral Documents;
  + Health and Safety Policies;
  + Anti-Bullying Policy;

# Knowledge, Skills and Understanding

* To demonstrate an excellent knowledge of the EYFS Framework and national initiatives.
* To demonstrate an understanding of School improvement and effectiveness strategies, including the process of school self-evaluation and quality assurance.
* To demonstrate an understanding of the principles and practices in relation to managing effective learning and teaching and welfare practices for pre-school children.
* To be familiar with and demonstrate an understanding of all the school’s current policies, systems and structures as identified in the Statement of Responsibilities.

# Planning, Teaching and Learning and Classroom Management

* To plan and deliver the EYFS Framework for all pupils assigned to you with regard to the schools aims, policies and schemes of work.
* To make effective use of assessment information relating to children’s achievement, progress, needs and interests when planning their next steps and activities
* To ensure effective provision for the whole class groups and individuals (differentiation) establishing high expectations of behaviour, positive attitudes to learning, increasing independence and meeting individual needs
* To use a variety of teaching and learning styles to keep all children engaged.
* To be familiar with the Special Needs policy with regard to identification, assessment and support of those pupils requiring additional help; and to follow the set referral of children.

# Monitoring, Assessment, Recording, Reporting and Accountability

* To assess and record each child’s development systematically with reference to the school’s current practice and use this to inform planning.
* To provide reports on the development of all children taught to (i) the Head Master and (ii) parents as required.
* To attend parents’ evenings as well as give parents daily feedback about their child.

# Other Professional Requirements

* To participate in arrangements made in accordance with the Staff Appraisal system and Supervision Practices
* To establish and maintain effective working relationships with (i) professional colleagues within and beyond the school, and (ii) parents.
* To contribute to extra-curricular activities after school, which occasionally require weekend attendance.
* To be prepared to be involved and support overnight trips, up to a week in length in term time.
* To cover for absent colleagues when required, as directed by the Deputy Heads.
* To participate as required in meetings with professional colleagues, outside agencies and parents.
* To be aware of the need to take responsibility for your own personal development.
* To be part of the duty team as directed by the Deputy Heads.
* To promote the school at Open Mornings and other pupil recruitment events.
* To contribute to the development, implementation and evaluation of the school’s policies, practice and procedures in such a way as to support the school’s values and vision.
* To assist the school in preparing for any inspection required by the Independent Schools Inspectorate.

# General Responsibilities

* To be supportive of the school’s ethos; its foundation is based on Christian principles but there must be tolerance and understanding between people of different faiths (and none), cultures and backgrounds.
* Work with the Head Master in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers.
* To promote the agreed vision and aims of the school.
* To apply the school’s policies consistently.
* To attend staff meetings when required.
* To attend Year Group meetings when required.
* To attend Parents’ Evenings as required.
* To support the wider life of the school attending open days, PTA and other school events.
* **Safe Working Practices for Adults working with Children**- It is the responsibility of each employee to carry out their duties in line with Hallfield School’s ethos and culture of safe working practices for Adults working with Children and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. Each employee should act as an exemplar on these issues and must, where appropriate, identify and monitor training for themselves and any employees they are responsible for.
* **Freedom of Information Act and Data Protection Act -** The post holder is required to comply with the above legislation and maintain awareness of the school’s policies and procedures relating to the Freedom of Information and Data Protection Acts. Attention is specifically drawn to the need for confidentiality in handling personal data and the implications of unauthorised disclosure.
* **Equality and Diversity -** The post holder will be required to comply with and maintain awareness of Hallfield School’s policies relating to Equality and Diversity.
* **Health and Safety -** The post holder must at all times carry out his/ her responsibilities with due regard to Hallfield School’s policy, organisation and arrangements for Health and Safety at Work.
* **Flexibility -** All staff will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect the changing roles and responsibilities of Education and Children's Services. Any changes arising will take account of salary and status. They will also be subject to discussion with individuals or sections affected and with appropriate Trades Unions.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the post.

**Signed:**  *Head Master*

**Date:**

**Signed:**  *Post holder*

**Date:**