



EARLY YEARS CLASS TEACHER JOB DESCRIPTION

Job Title :	Early Years Class Teacher
Line Manager:	Head of Early Years

Purpose:

To ensure all of our youngest learners are provided the opportunities, environment and interactions necessary to perform highly and achieve their full potential in all regards. To assist all students to develop emotional security, self-belief and mature social skills. To foster a love of learning and an excitement about coming to school each day. For all children to develop and thrive as curious, problem-solving, independent and resilient learners, within the ethos and policies of the School.

Personal and professional requirements:

Experience and qualifications:

1. Appropriate degree, with UK PGCE, or other teaching qualification giving QTS (unless applying for a post in Toddlers and Pre Nursery supervising 18 months to 3 year olds - whereby an NVQ Level 6 diploma is accepted)
2. Minimum three years' teaching experience
3. Familiarity with the EYFS Framework and Development Matters Guidance
4. Acceptable police checks (or equivalent) from the country of origin and from all other countries in which the applicant has worked and no question regarding suitability to work with children and appropriate references from current and previous employer, corroborated by personal phone calls made to each referee

Skills and personal attributes:

A person that strives for educational excellence and embodies the Harrow value of courage, honour, humility and fellowship and upholds and promotes these at all times in their interactions with students, colleagues, parents and the wider community.

1. Passion for teaching young learners
2. Commitment to educating the whole child and their well-being
3. Professionalism and respect for all
4. Positive and solution-focused
5. Energetic and enthusiastic
6. Innovative and creative
7. Kind and caring

The role:

Teaching and learning environment

1. Establish and maintain a safe, purposeful and positive learning atmosphere, with high expectations of all
2. Build and maintain positive relationships with both students and caregivers - ensuring professionalism and clear communication at all times
3. Promote a love of learning and children's intellectual curiosity
4. Attend to the physical, social and emotional needs of the children as required



Curriculum and pedagogical knowledge

1. Model good social skills, including active listening, turn taking, compromise and conflict resolution
2. Model and take responsibility for promoting high standards of communication and language development
3. Demonstrate a critical understanding of recent developments in pedagogy and best practice in all areas of Early Years education
4. Promote the value of high performance and model this through a proactive approach to continued professional development
5. Demonstrate a clear understanding of systematic synthetic phonics and recognise the importance of early literacy and mathematical development
6. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
7. Continually strive to improve teaching and learning outcomes through school directed as well as self-initiated professional development

Planning and Preparation

1. Plan and create language rich, exciting and intriguing learning environments and activities; whole-class, small group and self-initiated, which ensure children perform highly, meet their potential and progress well in all areas of the curriculum - accounting for those who need support or challenge to do so.
2. Identify explicit opportunities within provision for use of and engagement with thinking skills and learning behaviours
3. Ensure opportunities for purposeful interactions, questioning and key vocabulary, in order to progress learning are identified in planning
4. Select and make good use of ICT and other learning resources which optimise learning

Assessment, Reporting and Accountability

1. Perform effective and purposeful observations for formative assessment
2. Regularly reflect on and critically evaluate your own teaching and the effectiveness of lessons and approaches to teaching
3. Maintain well organised and accurate assessments of student progress
4. Create comprehensive individual learning journeys for all children using the school's online system
5. Report progress, success and concerns effectively with parents through written reports (Pre-Nursery, Nursery and Reception only), formal and informal parent meetings and consultations
6. Understand the typical developmental stages and milestones for young children and identify children at risk of falling behind or require further challenge
7. Be accountable for students' attainment, progress and outcomes

Fulfil Wider Professional Responsibilities

1. Make a positive contribution to the wider life and ethos of the School including contributing to Leadership in Action Activities and residential opportunities
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. Be responsible for the management of teaching assistants.
4. Participate in administrative and organisational tasks related to the responsibilities described above.



5. Foster close relationships with parents/carers and the wider community. Assist them to support their child's learning at home and communicate effectively with parents with regard to students' achievements and well-being
6. The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment
7. Take responsibility for improving teaching through professional development and responding to advice & feedback from colleagues and taking part in school professional development reviews and appraisals

Personal and Professional Conduct

1. Treat all students with dignity and observe appropriate boundaries at all times
2. Understand the need to safeguard students' well-being, in accordance with School policy and School Safeguarding Code of Conduct
3. Show tolerance of and respect for the rights of others
4. Support and encourage fundamental values such as democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Have proper and professional regard for the ethos, policies and practices of the School, maintain high standards in own attendance and punctuality and present a positive image of the school to all

Other Responsibilities

1. Follow all agreed School Policy and procedures as shared and in the Staff Handbooks
2. For teachers allocated to a Form Teacher cover role, there will be an expectation to take on different school-wide responsibilities. These alternative responsibilities will include liaising with parents, school admin and academic teams to prepare and oversee events and activities (eg. Open Days, Productions, Fairs).
3. Undertake other reasonable duties as requested by the Year Group Leader, Subject Leader or members of the Senior Leadership Team and any duties that the HeadMaster deems necessary for the effective operation of the School

Education is an ever-changing service and all staff are expected to participate constructively in school activities and to adopt a flexible approach to their work. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the school.