Role Profile

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| **Job Title:** | Early Years Foundation Stage Teacher | **Grade:** | **MPS** |
| **Department:** | South Acton Children’s Centre | **Post no:** |  |
| **Directorate:** | Children and Adults | **Location:** | **South Acton Children’s Centre** |
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| **Role reports to:** | Head of South Acton Children’s Centre | | |
| **Direct Reports:** | Nursery Officers and Support Assistants | | |
| **Indirect Reports:** | Temporary/agency staff, students | | |
| This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of the Centre and the requirements of the job. | | | |

### JOB DESCRIPTION

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check.

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| **PURPOSE OF ROLE**  **All teachers are required to carry out the duties of a school-teacher as set out in the current *School Teachers Pay and Conditions* document.**   * To directly deliver outstanding teaching and learning in one Base. * To serve as a role model for outstanding practice. * To contribute to the reduction of inequalities by helping children achieve excellent academic results and lifelong learning outcomes. * To lead and manage a team of Nursery staff. |
| **KEY ACCOUNTABILITIES:**   * To oversee and ensure a creative and challenging curriculum that inspires children to learn. * To provide a stimulating, attractive environment that ensures high quality Early Years provision. * To lead, manage, coach and mentor staff to achieve a consistent “good” or better rating in order to drive up standards and develop staff expertise in planning, preparation, delivery, assessment, target-setting and use of data. * Plan, resource and deliver the highest standard of early years provision that ensures real learning takes place and children make good or outstanding progress. * Provide a nurturing environment that supports children to develop as learners and ensure the promotion of methods that enable all children to learn effectively, including home learning. * Encourage children’s motivation and enthusiasm, securing positive attitudes to learning and high standards of behaviour across the EYFS. * Monitor, evaluate and review children’s progress, achievement and attainment across the EYFS and ensure appropriate action plans are in place where issues are identified. * Oversee the organisation of educational visits and curriculum enhancement activities within the EYFS. * Develop strategies and meet the needs of all pupils and translate into practice. * Be accountable for the work of Nursery staff in the EYFS and those assigned. * Monitor, evaluate and review the quality of learning and teaching in the EYFS and share judgments with teaching and Nursery staff as appropriate. * Identify key professional development needs and ensure these are met through the provision of high quality coaching and mentoring. * Contribute to continuing professional development (CPD) activities, particularly in respect to the EYFS phase. * Develop and improve EYFS subject knowledge and pedagogy. * Develop nursery workers to become reflective practitioners and to evaluate the impact of their teaching (and teaching styles) on different groups of pupils. * Support Nursery staff to promote inclusive teaching and learning methods. * Support the pastoral care of early years children. * Establish good relationships, encourage good working practices and support. * Develop links and liaise with Governors, the local authority and the wider Centre community. * Help to maintain/establish discipline across the Centre. * Contribute to the effective working of the Centre and its development as a community organisation. * Provide best practice in implementing school policies. Share good practice through role modelling and team teaching to ensure all teaching is consistently “good” or “outstanding.” * Co-ordinate strategies to achieve identified School Development Plan priorities, evaluate and report on their effectiveness and make suggestions for further improvement. * Lead professional development in the areas identified through example. Maintain and excellent up to date knowledge and understanding of the curriculum and pedagogical issues relating to early years, including the latest inspection and research findings. * To serve as a designated Safeguarding contact and follow the Safeguarding policy. * Meet parents as needed throughout the year to ensure their involvement with their child’s education and learning. * Meet parents regarding any issues, recording all conversations in note form. * Meet parents at Parent/Teacher events. * Liaise with schools to support transition. * To undertake any other duties as directed by the Head of South Acton Children’s Centre, commensurate with the level of the post. |
| **KEY PERFORMANCE INDICATORS:**   * Reduce inequalities and contribute to the reduction of disadvantage in families within the Acton locality. * Children make “good” or “outstanding” educational progress during their early years. * To contribute to achieving a “Good” rating in customer-based surveys. * To achieve “Good” or “Outstanding” in relevant assessment processes including Ofsted and Council-led inspections. |
| **KEY RELATIONSHIPS (INTERNAL AND EXTERNAL):**   * Children and their families * Carers * Staff * Multi-disciplinary professional colleagues * Statutory agencies * Local authority colleagues * Governors |
| **AUTHORITY LEVEL (PEOPLE, POLICY, FINANCIAL):**   * Manages staff. * Postholder follows established policies, procedures and protocols and develops Early Years strategy for children centres within the Acton Locality. * Responsible for allocated budget. |

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| Person Specification |
| Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check. |
| **ESSENTIAL KNOWLEDGE, SKILLS AND ABILITIES:**   1. A detailed professional knowledge of the EYFS including an understanding of the progression of early childhood development. 2. An up to date knowledge of best practice in the Early Years with a clear “best practice” vision. 3. Knowledge of and an ability to deal with child protection and safeguarding issues. 4. Ability to lead the development of plans for improving the quality of teaching and pupil outcomes and the implementation of these plans and monitoring their impact. 5. Ability to relate to and interact with a range of people from diverse communities including children and their families and carers and families in need. 6. Ability to work independently, organise own workload and meet targets efficiently. 7. Ability to lead and manage the work conduct and performance of others. 8. Self-reflective and able to work constructively with feedback and seek to improve performance. 9. Ability to maintain confidentiality over matters relating to the Centre, children and their families, staff and/or visitors. 10. Good IT literacy skills. 11. Excellent written, verbal and presentational communication skills. | |
| **ESSENTIAL QUALIFICATION(S) AND EXPERIENCE:**   1. DfE recognised Qualified Teacher Status. 2. Proven exemplary classroom practice with significant experience in the EYFS. 3. Experience of observing and evaluating learning and teaching and giving feedback. 4. Experience of monitoring and evaluating learning and teaching leading to effective planning, outcomes and rising standards. 5. Experience of providing advice and support to children and their families, particularly families in need. | |

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| **Competency levels**  The list below states the level needed in each competency for effective performance in a role.   1. Role requires a generally low level of competence. It may only require an **awareness of this competency,** or may provide experience to operate at a higher level. 2. Role requires a moderate level of competence, the ability to **cope with standard problems/common situations,** and competence at day-to-day application. 3. Role requires a high level of competence, the ability to **cope with unusual/non-standard problems and issues, and awareness of alternative options** and approaches to situations. Requires ability to guide or advise others in this area and is able to look ahead and anticipate future needs. 4. Role requires an exceptional level of competence and advanced application. Requires ability **to develop innovative approaches, stretch others’ thinking and challenge them to excel** by setting exceptional standards.   **Results focus:** Sets and delivers stretching targets, in line with the Corporate Plan & Priorities and with Ealing’s standards and procedures; seeks and takes responsibility for enhancing performance; does what is necessary to achieve the required output, rather than just performing a set of tasks. **Level 4**  **Customer focus:** Actively seeks to identify, understand and give priority to meeting customer needs. Acts in accordance with the needs of customers (external or internal), partners and the wider community.  **Level 4**  **Job expertise:** Has the necessary technical and professional knowledge and expertise, and uses it effectively. The areas of job expertise required vary significantly between services and between roles. The areas required in any specific role must be discussed with individuals. **Level 4**  **Communication:** Uses clear language that can be understood by mixed audiences. Communicates effectively (speaking, listening, in writing and when presenting), as required. **Level 4**  **Change orientation:** Looks for and proposes ways to improve service and will, if necessary, challenge the status quo to produce improvement. Shows initiative, and adapts to change requirements, by continually striving to improve processes, activities, and own performance. **Level 3**  **Managing self:** Effectively organises self and projects as required, using Ealing systems, processes and policies. Can describe own strengths, development needs, impact and approach. Takes personal responsibility for own role and own development as a result. **Level 4**    **Working in teams:** Co-operates with others, by working together, supporting and influencing colleagues, and being a part of a range of teams as appropriate. Shares information with colleagues and partners to enable them to carry out their roles more effectively. **Level 4** |