

BARNES PRIMARY SCHOOL

Job description for an Early Years teacher

Purpose of the job

- To enable young children to make strong progress in all aspects of their learning by building upon the skills they have prior to joining us
- To assist all pupils to develop emotional security, self-belief and mature social skills
- To assist all children to develop a love of learning and an excitement about coming to school each day.

All classteachers are accountable for the progress that the pupils they teach make during an academic year.

Responsibilities of the job

A) Planning learning

1. Plan collaboratively, with other team members, a 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 exciting and intriguing tasks for whole class learning, small group learning and self-initiated, exploratory learning
 - setting clear targets for pupils' learning that build on prior attainment
 - ensure that learning is appropriately differentiated so that the learning is well pitched and all pupils are challenged at their current level of understanding
 - identifying pupils who:
 - have special educational needs
 - are high attainers
 - are not yet fluent in English.
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 home groups, and of smaller 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 learning opportunities and through positive and productive relationships.
8. Establish a safe, clean and secure learning environment which promotes pupils' confidence.
9. Be familiar with the Code of Practice on the identification and assessment of special educational needs.

10. Use teaching methods that capture pupils' interest and maintain their engagement through:
- offering rich, captivating learning activities
 - setting the highest expectations for all pupils
 - clearly establishing a purpose for learning and placing it within a context
 - 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 children
 - providing clear instruction, effective modelling and accurate explanation
 - listening carefully to pupils, analysing their responses and responding constructively in order to take their learning forward
 - selecting and making good use of technology 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'.
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 EYFS profiles so that they offer a clear record of pupils' progress.
14. Be familiar with and comply with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents.
15. Understand the expected demands of pupils in relation to 'Development Matters' and the Early Learning Goals.

D) Management and administration

16. Participate in administrative and organisational tasks related to the responsibilities described above.
17. Support students on placement in Early Years Foundation Stage classes.
18. Participate, as required, in tasks relating to the curriculum, organisation and pastoral functions of the school.
19. Participate in any arrangements made by the school for performance management and continuing professional development.
20. Foster close relationships with parents/carers and the wider community. Assist them to support their child's learning at home. Present a positive image of the school to all other stakeholders.

Person Specification for an Early Years Teacher

QUALIFICATIONS

- Qualified Teacher Status
- Trained to teach pupils in the Early Years Foundation Stage

EXPERIENCE, KNOWLEDGE AND UNDERSTANDING

- Experience of teaching in the Early Years Foundation Stage, with evidence of having achieved successful pupil outcomes
- Knowledge and understanding of how young children learn
- A sound grasp of the concept of inclusive practice
- Knowledge of issues relating to equal opportunities; multi-cultural education; personal and social education; special educational needs and how to meet the needs of higher attaining children
- An ability to set up exceptionally stimulating beautiful learning environments and an understanding of how this promotes learning
- A clear grasp of the Early Years Foundation Stage curriculum and some understanding of the transition processes between Nursery and Reception class and between Reception class and Year 1
- Knowledge of current educational issues relating to the early years.

SKILLS AND ABILITIES

- Skilled at making and sustaining positive relationships with young children
- Able to stimulate children's interest in learning
- Able to create a rich and vibrant learning environment (inside and outside)
- Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners
- Capable of planning rich learning experiences, assessing the needs and achievements of all children and maintaining appropriate records
- Excellent and sensitive interactor in all situations
- Able to work closely with members of the Early Years Foundation Stage team, and the wider school community in the development of the curriculum and the pastoral work of the school
- Able to make effective relationships with parents, communicate with them and encourage their active participation in their child's education
- Good computing skills and confident with learning new software packages quickly
- Exceptional organisational skills
- Excellent written and oral communication skills.

PERSONAL QUALITIES

- Committed to further professional learning and a keenness to learn and grow within a team
- Self-motivated and resilient
- Positive, fun and a team player
- A continual fascination about how young children learn
- Able to listen, to reflect, to adapt and, as a result, grow.