



Poplars Farm Primary School

Job Description –Full-time Main Scale Teacher

Responsible to – Head Teacher, members of the senior leadership team (SLT) and the governing body

Purpose

The successful candidate will be expected to carry out the duties of a teacher in accordance with the Teachers Pay and Conditions Document and other relevant statutory provisions, and to carry out other such associated duties as are reasonably assigned by the Head teacher.

Professional responsibilities

- To ensure a stimulating, motivating and creative environment and curriculum for pupils, incorporating the areas of learning for Early Years Foundation Stage in line with the policies of the school
- To facilitate, support and monitor the overall progress and development of EYFS pupils and designated groups of pupils (PP, EAL, SEND etc.) Prepare and implement I.E.P.s for individual pupils
- To foster a learning environment and educational experience which provides pupils with the opportunity to develop their own ideas, lead their own learning (with teacher as guide) and fulfil their individual potential.
- To share in the development of the EYFS curriculum, courses of study, teaching materials, teaching programmes, methods of teaching and assessment and their review.
- To support and contribute to the school's responsibility for safeguarding children
- Be a team player, with an ability to motivate and support all members of the school community
- Have an understanding of child development effective child-centred pedagogies and phonics
- Make a full contribution to the broader life of the school

Responsible for

- Co-operation and close liaison with parents and carers, professionals within Early Years Foundation Stage and the wider school, including fellow staff and colleagues from external agencies (for example, specialist teachers from the LA, health professionals)
- Working with others to plan and coordinate work both indoors and outdoors
- Motivating and stimulating children's learning abilities, encouraging learning through experience and exploration
- Liaising with the Year 1 staff to ensure the smooth transition between EYFS and Year 1



Generic responsibilities

- Teaching all areas of the foundation stage, which is focused on helping the children achieve early learning goals.
- To be part of a team to plan, prepare and evaluate all aspects of EYFS provision
- Providing pastoral care and support to children and providing them with a secure environment in which to learn
- Developing and producing visual aids and teaching resources
- Organising learning materials and resources and making imaginative use of resources
- Assisting with the development of children's personal/social and language abilities
- Supporting the development of children's basic skills, including physical coordination, speech and communication
- Encouraging children's mathematical and creative development through stories, songs, games, drawing and imaginative play
- Developing children's curiosity and knowledge
- Working with others and contributing to the strong and experienced team ethos of the school, to plan and coordinate work both indoors and outdoors
- Sharing knowledge gained with other practitioners and parents
- Observing, assessing and recording each child's progress and preparing reports for external agencies;
- Attend in-service training
- Attend assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after the school session
- Ensuring the health and safety of children and staff is maintained during all activities, both inside and outside the nursery/school
- Keeping up to date with changes in the curriculum and developments in best practice
- To be adaptable, flexible and have a sense of fun and humour!

Other duties

- To play a full part in the life of the school community, and support its ethos and values system
- To follow and actively promote the school's policies and procedures
- To comply with health and safety policy and undertake risk assessments as appropriate
- To actively pursue own personal and professional development

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Signature of post holder:

Date: / /

Signature of Headteacher:



Poplars Farm Primary School

Person Specification for post of Early Years Foundation Stage Teacher

<i>E – Essential</i>	<i>D - Desirable</i>	<u>How it will be assessed?</u>
<u>APPLICATION</u>		
<ul style="list-style-type: none"> • Well-structured supporting letter • Fully supported in reference 		Supporting letter Application form References Interview
<u>Qualifications and Experience</u>		
1.1 Qualified to degree level including Qualified Teacher Status	E	Application form References Interview
1.2 Early Years specialist training	D	
1.3 To have teaching experience and understanding of transition from YR to Y1 with children under five	E	
<u>Professional Knowledge and Experience</u>		
2.1 Excellent Early Years Practitioner with a thorough understanding of the Early Years Foundation Stage and a commitment to the highest standards of teaching and learning	E	Application form References Interview
2.2 A clear understanding of how young children learn and the ability to plan for effective and high quality teaching and learning in the Early Years Unit	E	
2.3 An understanding of the principles and practices of observations, assessment and planning and how these can be used effectively to maximise pupil progress for all groups of children	E	
2.4 To have experiences of working with children with SEND	E	
2.5 Experience and understanding of the key person role	E	
2.6 The ability to meet all children's needs to ensure every child makes good progress including those with English as an additional language and children with additional or complex needs or disabilities	E	
2.7 To be able to manage behaviour effectively using a range of strategies. Experience of planning and organising an enabling learning environment inside and outside	E	
2.8 A positive approach to the outdoors and the ability to use the outdoor environment to support children across all areas of learning	E	
2.9 The ability to lead a subject/area of learning	D	
2.10 To lead by example through consistently high-quality practice in all areas	E	
2.11 The ability to maintain professional and positive relationships with children, staff, parents and external agencies	E	



<p><u>Professional skills</u></p> <p>3.1 To demonstrate the skills of a good teacher, including the ability to:</p> <ul style="list-style-type: none"> • Use first hand experiences to interest and encourage and engage pupils • Have very good behaviour management skills • Provide appropriate levels of challenge so that all pupils make good progress • Use assessment information effectively to plan next steps for children. <p>3.2 To work collaboratively and supportively with colleagues within EYFS, school, feeder schools and outside agencies</p> <p>3.3 The ability to respond to challenges with optimism</p> <p>3.4 To be committed to continual personal and professional development. To be reflective and learn from past experiences</p> <p>3.5 To be committed to equality, diversity and the inclusion of all</p> <p>3.6 To be able to communicate clearly both orally and in writing</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>Application form References Interview</p>
<p><u>Personal Characteristics</u></p> <p>4.1 Have an excellent attendance record and be reliable with a high degree of integrity</p> <p>4.2 Approachable with excellent interpersonal skills when dealing with others on all levels</p> <p>4.3 Well-organised, enthusiastic, energetic and flexible</p> <p>4.4 Resilient and demonstrates the ability to work under pressure. Manages time effectively</p> <p>4.5 Values and respects the views of children</p> <p>4.6 Self-motivated and able to take initiative and responsibility</p> <p>4.7 A willingness to learn with and from colleagues</p> <p>4.8 Proactive in maintaining own professional development and can seek help from others when needed</p> <p>4.9 A commitment to take part in all aspects of the life of the school, including meetings, training, special events and other activities as required</p> <p>4.10 Adheres to the School's code of conduct</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>Application form References Interview</p>