



Position: - Early Years Teacher

Job Title:	Early Years Teacher
Hours:	Full and part time term, time and non- term time positions, including training days/meetings in the academic year
Contract Type:	Permanent
Salary:	Up to £25,000 - depending on experience and qualifications
Responsible to:	Nursery Manager/Primary School Nursery Manager/Deputy Headteacher/ Headteacher/Director

Job Description:

We are looking to appoint an Early Years Teacher who is passionate, hard working, and versatile to join our busy team. You will need to have a good knowledge of the effective teaching and learning across Early Years Foundation Stage (EYFS) and be committed to supporting the children to reach their full potential.
NQT's are welcome to apply and full support will be given.

General Main Duties and Responsibilities:

- To enable young children to make good progress in their learning by building upon the skills they have when they join the school in nursery or reception class
- To assist all children 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
- To guide all staff members for the progress that the children they teach make during an academic year
- To take on some ownership and leadership responsibilities
- Planning learning rich and stimulating activities that the children are able to achieve good progression by understanding:
- 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
identifying pupils who: Have special educational needs - Are high attainers - Are not yet fluent in English
- Ensure that learning is appropriately differentiated so that the learning is well pitched and all pupils are challenged at their current level of understanding
- Create a high quality, rich, stimulating and enabling learning environment containing items that will capture pupils' attention and lead to independent exploration
- Make effective use of assessment information on pupils' attainment and progress when teaching and in planning future learning
- Plan opportunities to develop childrens spiritual, moral, social and cultural development.

- Teaching and classroom management
- Ensure effective teaching of the whole class, and of groups and individuals within the whole class setting, so that learning objectives are met and children's learning time is used efficiently
- Establish and maintain a purposeful learning, clean, stimulating, safe and secure atmosphere which promotes pupils' confidence
- Set high expectations for the children's behaviour, establishing and maintaining a good standard of discipline through well focused, engaging teaching and through positive and productive relationships
- Offering rich, captivating learning activities
- Setting the highest expectations for all pupils
- Clearly establishing a purpose for learning, 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 learning and development area of the curriculum and the age of the pupils being taught
- Modelling good language use to children
- Modelling good social skills to children
- Clear instruction, effective modelling and accurate explanation to the individual child
- Listening carefully to children's, analysing their responses and responding constructively in order to take their learning forward
- Selecting and making good use of ICT 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'
- Be familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of the responsibilities under the Code, create and review One Plans for pupils with identified special educational needs
- Evaluate your own teaching critically and use this to improve your effectiveness.
- Monitoring, assessment, recording, reporting and accountability
- Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching
- Maintain good organisation and accurate assessments so that they offer a clear record of children's progress and complete an EYFS profile for each child
- Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents
- Understand the expected demands of the individual child in relation to the expectations of the Framework for the Early Foundation Stage –Management and Administration.
- Participate in administrative and organisational tasks related to the responsibilities described above
- Support students on placement in Early Years Foundation Stage classes
- 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. The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment
- Record any accidents or incidents and report to line manager and parents/cares

Early Years Teacher - Personal Specification

	Essential:	Desirable:
Qualification:	<ul style="list-style-type: none"> • Qualified teacher status • Level 3 NNEB, CACHE, BTEC or NVQ consisting of the Early Years Foundation Stage. • GCSEs in English and Math grades A*/9– C/4 or equivalent • First Aid Pediatric trained • Safeguarding training and knowledge • 1 year minimum of working in an early years nursery setting 	<ul style="list-style-type: none"> • A degree or equivalent qualification • Evidence of in service professional development
Skills, Knowledge, Aptitude & Experience:	<ul style="list-style-type: none"> • A thorough up to date knowledge of the range of EYFS teaching, learning and behavior management strategies and how to implement them effectively • A thorough understanding of the national curriculum and a range of assessment requirements and arrangements • Know of how to use local, national and statistics to evaluate the effectiveness of teaching. • Knowledge and understanding of the implications of equal opportunities, multicultural education and inclusion • Knowledge of computer software relevant to the curriculum • Knowledge and understanding of the potential of computer technology to enhance the curriculum • Know the legal requirements, national policy and guidance on the safeguarding of children • Ability to prepare and plan effectively • Good organisational skills • Ability to prioritise and management time effectively • Ability to work as part of a team • A clear and good knowledge and understanding of the curriculum, current educational issues, theory and practice. • Evidence of ability to teach outstanding manner • The ability to use ICT effectively to engage with the children • An understanding of how to use assessment to inform planning for good/outstanding teaching and learning • Demonstrate consistent and effective planning and teaching to meet differing learning needs of the 	

	<p>individual child</p> <ul style="list-style-type: none"> • Evidence of good management skills • Create a happy, stimulating, challenging and effective learning environment • Involvement and commitment to all aspects of settings life • Commitment to personal welfare and safeguarding of children 	
Physical:	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995 	
Personal Qualities:	<ul style="list-style-type: none"> • Approachable • Committed • Able to motivate self and others • Calm under pressure • Well-organised • Work in a team • A desire to make a difference to the lives of the children you teach • A willingness to learn and develop new skills • Reflective practitioner • Professional at all times • Excellent written and oral communication skills • Enthusiastic and positive, approachable, accessible and flexible • Ability to plan time and organise work effectively • Ability to work with as part of a team towards a common purpose • An excellent attendance and punctuality record 	<ul style="list-style-type: none"> • Knowledge and commitment to equal opportunities issues • Commitment to inclusion • Brings personal interests and enthusiasm to the school community

The setting is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. A full-enhanced Disclosure & Barring Service (DBS) and a pre employment health check will be obtained prior employment including satisfactory references checks.

You may contact us at:

Placing People Direct

T: 0333 335 5021 M: 07743 249 982 E: sunita@placingpeopledirect.co.uk

W: www.placingpeopledirect.co.uk