



EYFS Teacher – Early Years Practitioner Level 6

Job description

Purpose of role

- Supported by our EYFS Lead, you will be responsible for the day-to-day organisation and delivery of play, care and learning.
- As Lead Practitioner, you will play a key role in providing high-quality teaching, ensuring that staff are effectively deployed, and offering appropriate stimulation and support to the children.
- Alongside our EYFS Lead, you will support the development of our curriculum to ensure that our offer is inspiring and engaging for our young learners. You will work closely with our EYFS Lead to support and enable the smooth transition between EYFS stages.
- You will develop strong community links to build and promote essential, successful home/EYFS partnerships with our parents and carers.

Teaching and Learning – You will

- Be responsible for high-quality teaching, ensuring staff deployment and providing appropriate support to children.
- Plan, deliver, and supervise daily EYFS activities.
- Participate in EYFS planning
- Support in the long-term, medium-term, and session curriculum plans for EYFS.
- Liaise with the EYFS Lead for smooth transitions.
- Ensure effective teaching for the whole class and individuals, optimising learning time.
- Use various teaching methods to engage children.
- Set high expectations for behaviour with engaging teaching and relationships, supporting our School Values.
- Establish a safe and secure learning environment to promote pupils' confidence.
- Be familiar with the Code of Practice on special educational needs, conducting the Assess, Do, Review process with Senco guidance. Advise on and implement APDRs with the SENCO to meet individual needs.
- Promote high literacy standards and correct spoken English use.
- Provide regular feedback and encourage pupil responses.
- Critically evaluate teaching to drive improvements in effectiveness.

Planning learning

- Working with the EYFS lead to plan stimulating learning activities that progress pupils' understanding by:
 - Identifying clear learning objectives appropriate to the subject and children.
 - Considering individual needs and interests in lesson planning.
 - Setting exciting tasks for whole-class, small-group, and child-initiated learning.
 - Establishing clear learning targets that build on prior attainment.
 - Collaborating with the SENCO to address the needs of pupils with special educational needs, advanced learners, or those not fluent in English.
 - Ensuring differentiated learning to challenge all students appropriately.
 - Creating a rich learning environment that captivates participants and encourages exploration.
 - Using assessment information to inform teaching and future planning.
 - Seeking opportunities to enhance pupils' spiritual, moral, social, and cultural development.

Resources – in your role, you will

- Set up, prepare and clear away classroom materials and learning areas, ensuring they are available, including developing and presenting displays.
- Arrange/provide resources and equipment.



Personal and welfare support

- Attend to children's personal needs.
- Supporting children in health, emotional and social well-being.

Systems, policies and procedures

- With the EYFS lead, develop policies and procedures relating to early years provision.
- Contribute to maintaining a clean and safe environment.
- Responsible for the careful and safe use of equipment.
- To be responsible for the children's health, safety and welfare during session hours.

Teamwork, collaboration and professional development

- Share knowledge of early years practices to help colleagues improve.
- Participate in relevant meetings and professional development opportunities related to learners, curriculum, or organisation, including pastoral arrangements and assemblies.
- Engage in the performance management and appraisal process.
- Collaborate with colleagues to develop effective practices.
- Foster relationships with parents/carers and the community, assisting them in supporting their child's learning at home, and present a positive image of the school.

Building a professional relationship

- Developed communication skills with early years pupils to encourage social, educational, and physical development and acceptable behaviour.
- Establish and build positive relationships between parents/carers and other staff.
- May undertake unaccompanied home visits.
- Work with external agencies.

MONITORING, ASSESSMENT, RECORDING, REPORTING AND ACCOUNTABILITY

- Maintain systems of observation and record-keeping to ensure that children's attainment and progress are effectively and regularly assessed, thereby monitoring the effectiveness of assessment procedures.
- Ensure that action plans are implemented, and evaluations are completed.
- Ensure records are correctly completed and maintained, including daily register, accident book, children's achievement records and other records required by the Academy.
- Maintain good organisation and informative observations in children's Learning Journals so that they record pupils' progress and the next steps in their learning.
- Be familiar with the statutory assessment and reporting requirements and report information to parents meaningfully.
- Understand the expected demands of pupils about the Early Learning Goals.

Problem solving and decision making

- Respond independently to unexpected problems and situations in line with procedures, e.g. leads in implementing programmes.

Generic

- Individuals are responsible for promoting and safeguarding the welfare of children and young people he/she is responsible for or meet.
- To participate in appropriate professional development, including adhering to the principle of performance management.



EYFS Teacher – Early Years Practitioner Level 6

Variation Clause

This job description will be reviewed and updated periodically to ensure that it relates to the job performed and incorporates any proposed changes. The Headteacher will conduct this procedure in consultation with the EYFS lead and postholder. In these circumstances, the aim will be to reach an agreement on reasonable changes, but if agreement is not possible, management reserves the right to change the job description following consultation.

Fluency in English

The post is covered by Part 7 of the Immigration Act (2016), and therefore, the ability to speak English fluently is an essential requirement for this role.

PROFESSIONAL RESPONSIBILITIES

- Support children and parents when settling children into the class and school environment, according to each family's needs.
- To play an active role in the EYFS team
- To contribute fully to the EYFS team.
- To enable young children to make good progress in their learning by building upon the skills they have when they join the school in EYFS or EYFS class.
- To assist all children in developing emotional security, self-belief, and mature social skills.
- To promote a love of learning and an excitement about attending school daily.
- To maintain the highest levels of conduct and professional behaviour.
- To take responsibility for safeguarding the welfare of children within the school.
- Build good relationships with parents and carers and work in partnership to ensure the best outcomes for children and families.
- Act within the statutory frameworks, which set out their professional duties and responsibilities and are in line with the tasks outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils, incorporating the areas of learning for the Early Years Foundation Stage in line with the school's policies.
- To facilitate, support and monitor the overall progress and development of EYFS pupils and designated groups of pupils.
- To foster a learning environment and educational experience that allows pupils to excel.
- To share in the development of the EYFS curriculum, teaching programmes, methods of teaching and assessment and their review.
- To support and contribute to the school's responsibility for safeguarding children.
- All class teachers are accountable for the progress of the children that they teach.
- Teachers' performance will be assessed against the teacher standards as part of the appraisal process relevant to their role in the school.

OTHER

- To have professional regard for the ethos, policies, and practices of Maple Grove Primary School and maintain high standards in your attendance, punctuality, and professional conduct.
- Perform any reasonable duties as requested by the EYFS leader and Headteacher.

Signature of post holder..... Date

Signature of Headteacher..... Date



EYFS Teacher – Early Years Practitioner Level 6

Person specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • EYFS Level 6 qualification or equivalent EYTS or EYPS • Safeguarding Training to at least Level 1 • GCSE English and Maths Grade C or above 	<ul style="list-style-type: none"> • Qualified Paediatric First Aider (or willing to work towards). • Food Hygiene Certificate • Experience working as a forest school practitioner, both in the woodland environment and outdoors. • Relevant experience working in a formal Early Years setting and supporting young children in class.
Knowledge, Understanding & Experience	<ul style="list-style-type: none"> • Current/recent experience of working within the Early Years Foundation Stage. • Knowledge of Foundation Stage Curriculum • Knowledge of teaching early phonics • Knowledge of supporting learners with early maths • Understanding of child development • Awareness of Health and Safety issues • Knowledge of SEND Code of Practice and inclusive practice • Specialist knowledge of child development and of techniques, policies and procedures for developing and leading suitable activities for early years' settings. 	<ul style="list-style-type: none"> • Working in a school EYFS setting • Able to contribute to planning and assessment. • Extended experience of staff management in an early years setting.
Skills and Personal Attributes	<ul style="list-style-type: none"> • Empathy, listening, communication and responding with appropriate language • Contribute effectively to the workload and responsibilities of a team, demonstrating the ability to be flexible and adaptable • Ability to adapt planning and resources to meet and support the needs of all pupils • Be able to work sensitively with colleagues, parents, a range of professionals and other pupils • Be motivated and organised • Able to use own initiative • Willing to attend and contribute to school staff meetings and INSET • Competent user of ICT both for self and as a learning tool • Effective organisational skills • A flexible attitude to work • Ability to maintain a high level of professional conduct at all times 	<ul style="list-style-type: none"> • Willingness and ability to contribute to the wider life of the school.
Physical demands and working conditions	<ul style="list-style-type: none"> • Mixture of sitting, walking, carrying minor loads and working in awkward positions, e.g. low chairs. • Children may be required to be lifted for short periods. • Some exposure to unpleasant conditions, e.g. nappy changing, noise, outdoor working. 	