

**Qualified Teacher Job Description**

**Purpose of the job**

As the Early **Years Teacher**, you’ll be the specialist in early childhood development, trained to deliver the **EYFS**for children from three to the age of five. You will be responsible for teaching and overseeing the progress of all the children in the caterpillar and butterfly section, supporting the children to become independent and creative critical thinkers.

You will be responsible for organising and leading high-quality teaching practice in our early years setting, to make a lasting, positive difference to children's wellbeing, learning and development. Your role is to enable young children to make good progress in their learning by building upon the skills they have when they join the caterpillar and butterfly section, through verbal, written and numeric activities. This will be introduced through fun experiences and interesting activities, which you will develop and oversee encouraging creativity and independent thought and expression.

You will assist all children to develop emotional security, self-belief and mature social skills. Most importantly assist all children to develop a love of learning and an excitement about coming to kindergarten each day

You will be required to plan for children’s individual needs and interests to ensure they have opportunity to meet expected outcomes. You will monitor children’s achievements and liaise with parents or guardians to optimise their children’s kindergarten learning experiences. You will identify exceptionally-gifted students, as well as those who may have learning disabilities

**Main duties of the role:**

Your main aim is to focus on optimum child development and preparation for a successful transition to primary school.

Work towards attaining an Ofsted outstanding and put necessary plans in place to achieve this.

To work within the caterpillar and butterfly section to plan and carry out activities in line with the requirements of the early years foundation stage (EYFS).

This involves developing yearly plans, termly plans, weekly plans including tracking individual target plans and tracking the progress of all children and specific core groups such as EAL and children on pupil premium etc,

Your role requires you to build and maintain relationships with parents and guardians to further support children and advise management whom deal with multi agency industry.

You will be responsible for mentor and training existing practitioners in outstanding practice.

**Specific Duties**

As early years teacher, your responsibility is to teach all areas of the foundation stage and ensure all practitioners are covering the prime and specific areas within the framework, which is focused on helping children to achieve the early learning goals.

Work carried out includes:

* motivating and stimulating children's learning abilities, often encouraging learning through experience;
* Have key children and ensure they are access all areas of the EYFS.
* Be part of termly parents evening to discuss your key children’s progress and attend regular staff meetings.
* providing support to children whom are not meeting certain outcomes and putting necessary strategies in place.
* On a termly basis track progress of all children in the caterpillars and butterfly’s as well as specific core groups such as specifically boys or girls, children with EAL, children in receipt of pupil premium and funded 2-year olds etc. From the information gained from the tracking you will work with staff in putting necessary intended ideas and plans in place to ensure children have experiences and planned activities to help them achieve the outcomes in meeting specific areas that have been highlighted in the tracking.
* Ensure that learning is appropriately differentiated so that the learning is well pitched and all children are challenged at their current level of understanding. While Creating a high quality, rich, stimulating and enabling learning environment, containing items that will capture children’s’ attention and lead to independent exploration.
* Implement the phonic programme specific to the age groups and individual needs in the caterpillar and butterfly section.
* Teach practitioners in these sections the phonic programme and other teaching techniques.
* 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 fun, interesting and stimulation experiences and activities;
* developing children's curiosity and knowledge;
* working with others, including the setting practitioners, management as well as volunteer helpers, to plan and coordinate work both indoors and outdoors;
* You will take the lead in organising and developing the nursery learning environments and resources to facilitate the learning process.
* sharing knowledge gained with other practitioners and parents;
* observing, assessing and recording each child's progress;
* attending in-house training;
* ensuring the health and safety of children and staff is maintained during all activities, both inside and outside the setting;
* keeping up to date with changes in the curriculum and developments in best practice.
* Evaluate your own teaching/practice critically and use this to improve your effectiveness.
* Ensure all wall displays in the caterpillar and butterfly sections convey the best possible educational image.
* Comply with Ofsted requirements

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**Appendix 1**

**Use teaching methods which capture children’s’ interest and maintain their engagement through:**

 • offering rich, captivating learning activities

• setting the high expectations for all children

 • 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 children to learn through talk and interaction

• stimulating curiosity and critical thinking, communicating enthusiasm for learning

• modelling good language use to children

• modelling good social skills to children

• clear instruction, effective modelling and accurate explanation

• listening carefully to children, analysing their responses and responding constructively 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 children’s’ wider understanding by relating their learning to ‘real life’.