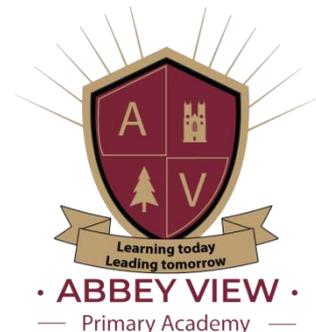


JOB DESCRIPTION

FOUNDATION STAGE TEACHER



MAIN RESPONSIBILITIES OF THE JOB:

- Be responsible for the learning and achievement of all pupils in the class, ensuring equality of opportunity throughout
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat all pupils with dignity, building relationships rooted in mutual respect, at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, trustees, other staff and external agencies in the best interests of pupils
- Act within the statutory framework, which sets out professional duties and responsibilities as outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2013)
- Take responsibility for promoting and safeguarding the welfare of children within the academy
- Demonstrate outstanding practice in all areas

DUTIES AND RESPONSIBILITIES

Teaching:

- Teach an engaging, enjoyable, inspiring and appropriate Foundation Stage Curriculum following the Early Years Foundation Stage (EYFS) guidance
- Ensure children are settled in well to their first year of education
- Be accountable for the attainment, progress and outcome of pupils you teach and monitor every child's progress against the Early Learning goals, whilst following the Foundation Stage curriculum
- Set clear and challenging Foundation Stage targets that build on prior attainment for each pupil; use an appropriate range of observation, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Liaise effectively with parents/carers and offer opportunities for them to engage in their child's learning at home
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs, disadvantaged, gifted and talented, EAL (English as an additional language), and/or disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them all
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the use of standard spoken English and the teaching of early reading and phonics
- Make accurate and productive use of assessment to secure pupils' progress and ensure every child makes good progress from their Reception baseline

Behaviour and Safety, to:

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect, and to establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage the class effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge
- Maintain a good relationship with pupils, exercise appropriate authority, and act decisively when necessary

- Be a positive role model and demonstrate consistently the positive behaviour, attitude and values which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed by Senior Leadership
- To ensure that educational needs of all pupils in your class are fully met and liaise with the SENCO where necessary to support children with special needs.
- To inform the SENCO of any concerns relating to the development of a child.
- To inform the Designated Safeguarding Lead or Family Support Worker of any concerns relating to the safety or well-being of a child.

Team Working:

- Act as a role model for staff, demonstrating a high quality of teaching, learning and assessment in the Early Years
- Work with colleagues to create a stimulating learning environment for teaching and learning in the Early Years
- Participate in relevant meetings / professional development opportunities within the Trust, which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice
- Ensure that Teaching Assistants working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum and pastoral functions of the school as it grows

Fulfil Wider Professional Responsibilities:

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using academy systems
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of Abbey View Primary Academy

Administration:

- Register the attendance of and supervise learners, before, during and at after-school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks as required

Professional Development:

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as a result of your appraisal

Other

- To have professional regard for the ethos, policies and procedures of Abbey View Primary Academy and maintain high standards in your own attendance and punctuality
- Adhere to the expectations set out in the Trust Staff Handbook