



EYFS Teacher

Salary / grade range	MPS
Location	Co-op Academy Hillside
Reports to	Head of School

Purpose of role:

Co-op Academy Hillside is looking to appoint an EYFS teacher for our nursery/Reception to create an inspiring learning environment for our children, drive up academy standards, and prepare our pupils for the next stage in their education.

This is a critical role in developing our academy and proven experience in accelerating children's learning, assessing accurately and creating a vibrant vocabulary-rich environment is essential. A willingness to meet the new Early Years framework requirements and to continue that rigorous CPD programme of study is also vital to this role.

Key accountabilities (and specific duties / responsibilities):

- Undertake all the professional duties of a teacher, under the terms and conditions specified in the current School Teachers' Pay and Conditions Document, and under the reasonable direction of the Head of School
- Assist the Head of School and Senior Leadership Team in the management and development of the academy through the duties and responsibilities detailed below
- Show a commitment to the ethos, aims and policies of the whole academy, and strive to maintain these through personal conduct and effective relationships with colleagues and pupils

Class Teacher

- To be patient, kind and understanding to each and every pupil and as inclusive as possible in every classroom practice



- To plan work for the class in accordance with new Early Years curriculum and academy curriculum policies and in cooperation with subject leaders and the leadership team to ensure that the children experience a broad, balanced, relevant and stimulating curriculum
- To ensure a close match between the learning experience offered, and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability
- To make appropriate educational provision for children with SEND, children who are gifted and talented, disadvantaged children and those learning EAL, with support from the SENCo.
- Where possible, to make sure that planned work and learning focuses are based on clear pedagogical practices demonstrating knowledge of child development
- To provide children with opportunities to manage their own learning and become (age appropriate) independent learners
- To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and behaviour
- To foster each child's self-image and esteem and establish relationships which are based on mutual respect
- To use play movement to raise standards in the prime areas
- To set children high standards in the content and presentation of their work by the quality of displays of work
- To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning
- To plan opportunities to develop the social, moral, spiritual and cultural aspects of pupils' learning.
- To maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress
- To ensure effective use of support staff within the classroom
- Report appropriately to parents/carers on the needs and progress of their children



- Encourage the involvement of parents/carers in the education of their children and respond promptly to queries and concerns.
- Develop positive links with parents/carers, members of the Academy Community Council, and the local community by supporting the academy's approach to community involvement and cohesion, including participation in school events and extra-curricular activities
- To participate in staff meetings as required
- To contribute to the development and coordination of a particular area of the curriculum
- To be part of a whole school team, working collaboratively and supportively with others
- To support the Head of School in promoting the ethos of the academy and the implementation of the academy action plan
- To be responsible for promoting and safeguarding the welfare of all children and young persons
- To ensure that academy policies are reflected in daily practice, promoting equality, fairness and dignity
- To ensure our behaviour policy is upheld constantly
- To liaise with outside agencies when appropriate eg. Educational Psychologist
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the academy's Health and Safety policy and Colleague Code of Conduct

Resource Management

- To help create and maintain an attractive, effective and exciting environment for learning
- Identify resource needs, oversee their allocation and monitor their use

Wider Professional Effectiveness

- Support Early Years transition to Year 1
- To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training to improve Quality of Education
- Make an active contribution to the policies and aspirations of the school including summer term 'Welcome Packs'



- Initiate new ideas and encourage the development of curriculum content, organisation and the use of IT and maintaining an excellent learning environment
- Undertake child protection training

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
Qualifications <ul style="list-style-type: none"> • Qualified Teacher Status 		(A)
Experience <ul style="list-style-type: none"> • Primary teaching experience • Teaching in EYFS • Teaching a range of abilities and needs • Planning and developing an effective Early Years environment with a focus on CLL/Oracy, self-regulation 	Desirable	(A) (A) (A)(I) (A)(I)
Skills, Ability, Knowledge <ul style="list-style-type: none"> • A thorough knowledge of the primary Early Years Curriculum • A thorough knowledge of the standards in Year 1 and what it is to be <i>year 1 ready</i> • An understanding of age-related expectations • A thorough up to date knowledge of the range of 	Desirable	(A) (A) (A) (I)



<p>teaching, learning and behaviour management strategies and how to implement them effectively</p> <ul style="list-style-type: none"> • A thorough knowledge of formative and summative assessment requirements and arrangements, particularly classroom <i>AFL</i> • Knowledge of how to use local, national statistics to evaluate the effectiveness of teaching • Up to date knowledge of the importance of a good learning environment with up-to-date displays • Knowledge and understanding of the potential of computer technology to enhance the curriculum • Knowledge of the legal requirements, national policy and guidance on the safeguarding of children • Ability to inspire confidence in children • Ability to lead by example driving standards, closing attainment gaps and sharing best practice • Ability to collaborate effectively with colleagues, parents and members of the Academy Community Council where required • Ability to prepare and plan effectively • Good organisational skills • Ability to prioritise and manage time effectively • Experience of planning work to a high standard and undertaking regular assessment of children's achievements 	<p>Desirable</p>	<p>(A)</p> <p>(A)</p> <p>(A)</p> <p>(A)</p> <p>(A)(I)</p> <p>(A),(I) (A)(I)</p> <p>(A)</p> <p>(A)(I)</p> <p>(I)</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Approachable • Committed • Empathetic • Enthusiastic • Organised • Patient • Resourceful • <i>Demonstrate The Nolan Principles June 2020</i> 		<p><i>Assessed at all points</i></p>



Academies Trust

The Co-op Academies Trust is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.

We are committed to equality of opportunity for all colleagues and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.