NURSERY TEACHER - JOB DESCRIPTION

Teaching and Class Management

• Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

• Communicate effectively with children, young people and colleagues.

• Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.

• Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

• Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

• Evaluate their performance and be committed to improving their practice through appropriate professional development.

• Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

• Act upon advice and feedback and be open to coaching and mentoring.

• Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

• Know the assessment requirements and arrangements for Early Years

• Know a range of approaches to assessment, including the importance of assessment for learning.

• Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

• Have a secure knowledge and understanding of the Early Years curriculum, welfare standards and related pedagogy

• Know how to use skills in literacy, maths and ICT to support their teaching and wider professional activities
• Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

• Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

• Plan for progression across the Early Years, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.

• Organise challenging, learning opportunities informed by well-grounded expectations of learners and designed to raise levels of attainment within an appropriate and stimulating environment.

• Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

• Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

• Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

• Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

• Know how to identify potential child abuse or neglect and follow safeguarding procedures.

• Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

• Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.