

Duties and Responsibilities:

Knowledge and understanding of the National Curriculum

1. Ensure that all practitioners understand the principles and content of the National Curriculum and know how to put them in to practice
2. Support other practitioners in acknowledging the various influences and transitions experienced by a child from both inside and outside the setting
3. Practice and promote current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the wellbeing of children

Effective Practice

1. To be accountable for the delivery of high quality provision within the setting
2. Encourage other practitioners to have high expectations of all children and to demonstrate commitment to ensuring that they can achieve their full potential
3. Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn
4. Promote the use of informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision
5. Plan and provide safe, appropriate, child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn
6. Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion
7. Actively support the development of children's language and communication skills
8. Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills
9. Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting
10. Establish and maintain a safe environment and employ practices that promote children's health, safety and physical, mental and emotional well-being
11. Encourage all practitioners to recognise when a child is in danger or at risk of harm and know how to act to protect them

12. Support the process of effective assessment, recording and reporting on progress in children's development and learning and use this as a basis for differentiating provision
13. Encourage all practitioners to talk to children, giving constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next
14. Introduce/ maintain a positive and proactive culture amongst practitioners in being able to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, ensuring staff know when to refer them to colleagues for specialist support

Relationships with children

1. To ensure that all practitioners establish fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively with children
2. Encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views
3. Ensure all staff demonstrate the positive values, attitudes and behaviour which the setting expects from the children

Communicating and working in partnership with families and carers

1. Establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them
2. To work in partnership with parents / carers and other family members, providing formal and informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes

Teamwork and collaboration

1. Establish and sustain a culture of collaborative and cooperative working between colleagues and the Federation
2. Influence and shape the policies and practices of the setting and share in collective responsibility for their implementation
3. Contribute to the work of a multi-professional team and, where appropriate, coordinate and implement agreed programmes and interventions on a day-to-day basis

Professional development

1. Encourage all practitioners in the setting to develop and use skills in literacy, numeracy and information and communication technology to support their work with children and wider professional activities
2. Play an active role in identifying and finding ways of meeting the professional development needs of practitioners in the setting
3. Adopt a creative and innovative approach towards practice, by being open to opportunities for improvements, and encouraging staff to make suggestions

Teacher - Person Specification:

Essential	Desirable
<p>Skills, aptitude, knowledge and experience</p> <ul style="list-style-type: none"> ▪ Hold QTS ▪ Experience of teaching ▪ Be a reflective practitioner ▪ Possess enthusiasm and a strong belief in the importance of teaching ▪ Use the role of teacher effectively to improve children’s experiences and their life-chances by maximising their opportunities. ▪ Detailed knowledge of the national Curriculum ▪ Evidence of partnership working with professional in relevant agencies and also families ▪ Be committed to working collaboratively within a team and across other schools in the Federation ▪ Contribute to equal opportunities at all times 	<ul style="list-style-type: none"> ▪ Have a creative approach to innovation and developments ▪ A detailed understanding of Safeguarding and Child Protection Procedures ▪ The ability to lead and support colleagues in order to effect change and improve outcomes for children ▪ Detailed knowledge of relevant theories and research ▪ The ability to review, analyse and evaluate your own and others’ practice
<p>Personal qualities</p> <ul style="list-style-type: none"> ▪ Have excellent communication skills with both adults and children. ▪ Engage in continuous updating of own skills and knowledge. ▪ Model good practice and engage in self-reflection ▪ Be organised, self-disciplined, reliable, conscientious and honest ▪ Be inspiring and influential ▪ Have a good sense of humour 	<ul style="list-style-type: none"> ▪ The ability to work skilfully and effectively with others. ▪ Ability to demonstrate ‘emotional intelligence’ ▪ Be able to be sensitive to colleagues’ readiness for change ▪ The ability to negotiate with others to influence change
<p>Qualifications</p> <ul style="list-style-type: none"> • Qualified Teacher Status • GCSE Maths and English at Grade C or above • Up to date with latest relevant research 	<ul style="list-style-type: none"> • Level 1 Child Protection training • Paediatric First Aid certificate • Completion of higher level relevant CPD courses

This post requires an Enhanced DBS check as there will be periods of unsupervised access to children. An Enhanced DBS and satisfactory references will be obtained prior to commencement of employment.