



EYFS Teacher

Job Description

Purpose of Post

Main duties and responsibilities

Job Description : TEACHER – Foundation Stage

Key Information

Woodlands is an inclusive primary school serving a rich and diverse community. Our vision is to create an engaging and stimulating environment that puts children's needs first; works in partnership with parents, community, and other agencies to challenge, inspire and motivate children.

Post Title: Class Teacher (Primary – Foundation Stage)

Contract type: Fixed Term

Salary: Main Pay Scale (MPS)

Reports to: Headteacher

Additional information:

- To carry out the professional duties of a teacher as directed and in accordance with the school's policies under the direction of the Headteacher.
- Develop the emotional skills of children in order to ensure that they are able to receive the best teaching and learning in the classroom.

Main duties and responsibilities:

To provide high-quality teaching and learning experiences within the Early Years Foundation Stage (EYFS) that inspire, engage, and nurture young children. The EYFS teacher will ensure that every child develops a strong foundation for future learning—academically, socially, emotionally, and physically—through a play-based, child-centred curriculum aligned with EYFS statutory requirements.

In addition to the responsibilities of class teacher as set out in the school teachers' pay and conditions document you will also undertake the following duties and responsibilities:

Teaching & Learning

- Plan, prepare and deliver a rich, stimulating, and developmentally appropriate EYFS curriculum that meets the needs of all pupils.
- Create an engaging indoor and outdoor learning environment that promotes exploration, curiosity, independence, and creativity.
- Use play-based and hands-on learning experiences to support holistic child development across all areas of learning.

- Implement effective observation, assessment, and planning systems in line with the EYFS framework.
- Use assessment data to inform teaching, track progress, and set challenging but achievable goals for each child.
- Support children's early language acquisition, phonics development, and early literacy and numeracy skills through daily, purposeful activities.

Leadership and Management

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Make use of the local arrangements concerning the safeguarding of children and young people.
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in school learning and learning in out of school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- 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

Pupil Support

- Build positive, trusting, and supportive relationships with all children to promote their sense of security, belonging, and confidence within the setting.
- Provide individualised support to meet the diverse learning, emotional, social, and physical needs of each child.
- Identify pupils who may require additional support and work collaboratively with the SENCO, support staff, and external agencies to implement effective interventions and support plans.
- Encourage and model positive behaviour, empathy, and respect through consistent expectations and positive reinforcement strategies.
- Support pupils' emotional wellbeing and resilience through a nurturing approach and the effective use of pastoral care practices.
- Ensure all children have equal access to learning opportunities and that inclusion is embedded in all aspects of classroom practice.
- Monitor and record the progress and development of pupils receiving additional support, ensuring that strategies are regularly reviewed and adjusted to meet individual needs.
- Work closely with parents and carers to share information, celebrate achievements, and provide guidance on supporting their child's development at home.