ST. MICHAEL'S C.E. (AIDED) PRIMARY SCHOOL
The Grove, Flixton, Urmston, Manchester M41 6JB

Head Teacher: Mrs L Perry
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Job Description – EYFS Class Teacher
Full-time – Applications from Early Career Teachers welcomed
School: St Michael's Church of England Primary School
Job title: EYFS Class Teacher
Responsible to: Headteacher / Senior Leadership Team
Salary: Dependent on experience
Contract type: Full-time

Purpose of the Role

At St Michael's CE Primary School, our vision is to be **"Rooted in Faith, Growing Together."** Guided by Luke 8:15, we are committed to nurturing children so that they flourish academically, personally and spiritually.

The EYFS Class Teacher will provide high quality teaching and provision within the Early Years Foundation Stage, giving children strong foundations for future learning. Through nurturing relationships, purposeful play and carefully planned teaching, they will support children to become confident, curious, independent and resilient learners.
The teacher will take responsibility for the learning, development, wellbeing and progress of the children in their class, working closely with colleagues, parents, carers and other professionals.
This role is suitable for an Early Career Teacher, who will receive structured induction, mentoring and professional development.

Teaching, Learning and EYFS Provision

- Plan and deliver an ambitious, inclusive EYFS curriculum that reflects the educational programmes within the EYFS framework and meets children's developmental needs.
- Provide a purposeful balance of adult-led teaching, guided activities and child-initiated learning.
- Develop high-quality continuous provision, with carefully chosen resources and enhancements that deepen learning.
- Create stimulating, accessible indoor and outdoor environments that encourage exploration, creativity, communication and independence.
- Prioritise the prime areas of communication and language, personal, social and emotional development, and physical development.
- Develop children's early literacy and mathematical understanding through explicit teaching, meaningful interactions and opportunities to practise.
- Deliver systematic synthetic phonics, where appropriate to the age and stage of the children, in line with the school's agreed programme.
- Use stories, songs, rhymes, conversation and shared reading to develop vocabulary, understanding and enjoyment of language.
- Model and extend children's thinking through sensitive interaction, questioning and sustained shared thinking.

- Promote the characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically.
- Set high expectations for every child, adapting teaching and provision to their needs.

Assessment and Progress

- Use professional knowledge, day-to-day interactions and purposeful observation to understand what children know and can do.
- Use assessment to identify next steps and adapt teaching, interactions and provision.
- Identify gaps in learning or development promptly and put appropriate support in place.
- Maintain proportionate, useful assessment records in line with school policy, protecting time for direct interaction with children.
- Share clear information about children's progress, achievements and development with parents and carers.
- Contribute to moderation and professional discussion to support accurate assessment.
- Complete statutory EYFS assessments relevant to the age group taught, including the Reception EYFS Profile where applicable.
- Support effective transitions into EYFS, between Nursery and Reception, and into Year 1.

Inclusion and Personal Development

- Ensure that every child feels welcomed, valued and able to participate in the life of the class.
- Identify and respond to individual needs, including those of children with SEND, disadvantaged children and children learning English as an additional language.
- Work with the SENDCo, families and external professionals to implement and review appropriate support.
- Adapt resources, routines, communication and the learning environment to remove barriers to participation.
- Support children's emotional regulation, confidence, resilience and sense of belonging.
- Develop independence in self-care, managing belongings, making choices and seeking help.
- Work sensitively with families on toileting and personal care, following school procedures and respecting children's dignity.
- Embed the school's values of Resilience, Courage, Empathy, Kindness, Aspiration and Collaboration in daily interactions and learning.

Behaviour and Relationships

- Establish a calm, nurturing and purposeful environment with predictable routines and clear expectations.
- Teach and model the school's expectations: Be Ready, Be Respectful, Be Responible, in developmentally appropriate ways.
- Help children recognise emotions, build friendships, take turns and resolve difficulties with adult support.
- Use positive relationships and consistent responses to support behaviour and emotional development.
- Work with colleagues and families to understand and respond to children's individual needs.
- Model respectful communication, empathy and kindness at all times.

Working with Parents, Carers and Colleagues

- Build trusting partnerships with parents and carers, recognising their knowledge of their child.
- Communicate sensitively and clearly about children's learning, wellbeing and development.
- Share practical ways families can support learning at home.
- Plan collaboratively with EYFS colleagues to promote continuity and progression.
- Guide and deploy support staff effectively, sharing learning priorities and reviewing children's needs together.
- Work with previous settings, receiving teachers and other professionals to support continuity of care and learning.

Curriculum and Wider School Contribution

- Contribute to the development and evaluation of the EYFS curriculum and provision.
- Support school improvement priorities, including the continuing development of early years practice.
- Plan enriching experiences that broaden children's knowledge, language and understanding of the world.
- Participate in school events, visits and wider activities appropriate to the role.
- Support progression from EYFS into the wider primary curriculum.
- Contribute to the wider work of the school in a way appropriate to experience and career stage.

Safeguarding, Welfare and Wellbeing

- Safeguard and promote the welfare of all children, following school policies and reporting concerns promptly.
- Maintain a clear understanding of safeguarding responsibilities, including those specific to young children.
- Meet the EYFS safeguarding and welfare requirements relevant to the role.
- Maintain appropriate supervision and safe working practices across indoor and outdoor provision.
- Follow procedures for intimate care, first aid, medication, allergies, hygiene and the safe use of resources.
- Promote children's physical and emotional wellbeing and respond sensitively to changes in their presentation or behaviour.
- Maintain confidentiality and accurate records in accordance with school procedures.

Professional Responsibilities

- Fulfil the professional responsibilities of a teacher and uphold the Teachers' Standards.
- Reflect on the impact of teaching, interactions and provision, using feedback to improve practice.
- Participate in professional development, collaborative planning and relevant staff meetings.
- Engage fully with statutory ECT induction, training and mentoring where applicable.
- Maintain up-to-date knowledge of early childhood development and effective EYFS practice.
- Follow school policies and work collaboratively to maintain consistent expectations.
- Undertake other reasonable duties appropriate to the role, experience and conditions of employment.

Ethos and Church School Distinctiveness

- Actively support the inclusive Christian ethos of St Michael's CE Primary School.
- Uphold the school's vision, **"Rooted in Faith, Growing Together,"** and model its values.
- Contribute to collective worship and the spiritual life of the school in ways appropriate to young children.
- Provide opportunities for wonder, reflection, gratitude and care for others.
- Respect and value children and families of all faiths and none.
- Promote children's spiritual, moral, social and cultural development.

St Michael's CE Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointment will be subject to satisfactory references, an enhanced DBS check and all other required pre-employment checks.