

Job description and person specification:

Reception Class Teacher



Harper Bell Seventh-day Adventist Primary School

Job description: Reception Primary Classroom Teacher

Job details

Salary: MPR/UPR

Hours: 32.5

Contract type: full-time/permanent

Reporting to: Headteacher

Responsible for: Subject/responsibility area to be confirmed

Main purpose

The appointed teacher will:

- To carry out the duties of a schoolteacher as set out by the class teacher job description and the schoolteachers' pay and conditions document.
- To lead a curriculum area within the school.

Context of Role

The Early Years Class Teacher will be based in Reception and will have responsibility for a Reception classes.

- The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.
- All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils. All teachers except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager.

Reception Teacher

The main responsibilities for this post are:

- Supporting the vision, ethos and policies of the school and promoting high levels of achievement in EYFS.
- Supporting the creation and implementation of the school development plan, particularly where it relates to EYFS.
- Evaluating the effectiveness of the provision in EYFS in close collaboration with the leadership team.
- Organising and managing teaching and learning in EYFS.
- The development and monitoring of the curriculum provision in EYFS.
- Supporting the Headteacher and EYFS Phase Leader in the monitoring of the quality of teaching and children's achievements, including the analysis of EYFS data.
- The pastoral care of children, promoting independence and good behaviour, in accordance with school policies.
- Ensuring that parents are fully involved in their child's learning and development and well-informed about the EYFS curriculum, their child's individual targets, progress and achievement.
- Developing the use of new and emerging technologies and techniques within the classroom.

Duties and responsibilities

Planning, Teaching, Class Management and Curriculum Development

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Setting tasks which challenge pupils and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEN or very able pupils
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective and best use of available time
- Maintaining good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Using a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- Select appropriate learning resource's and develop study skills through library, I.C.T. and other sources
- Ensuring pupils acquire and consolidate knowledge skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for English and Mathematics
- Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere and listen attentively.
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
- Contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance
- Contribute to the whole school's development activities

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Provide feedback for pupils and set targets together for progress
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Prepare and present informative reports to parents.

Strategic Leadership

- To lead a curriculum area across the whole school.
- To promote and support the principle that all class-based staff are leaders of learning.
- Have high expectations of all pupils and support staff.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

- Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents.
- Help develop a highly effective Early Years team through effective systems: attend regular staff and phase meetings to ensure good communication, consistency in practice and good pupil progress.

Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional development

- Take part in the school's appraisal procedures
- Take part in further training and development to improve own teaching
- Take part in the appraisal and professional development of others, where appropriate

Communication

- Communicate effectively with pupils, parents and carers

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification: Reception Classroom Teacher

CRITERIA	QUALITIES
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Experience of working across the Early Years Foundation Stage. • Proven highly successful teaching experience in EYFS • Experience of effective involvement with parents. • Experience of delivering a phonics programme
Skills and knowledge	<ul style="list-style-type: none"> • A thorough understanding of what constitutes high quality in EYFS educational provision, the characteristics of effective Early Years settings, and strategies for raising standards and outcomes for EYFS children. • An extensive knowledge and understanding of how to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership. • Experience of curriculum planning, assessing and recording. • Knowledge of statutory requirements for the end of Early Years and have experience of working with these. • A commitment to continuous professional development. • Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning within your phase. • Have excellent communication skills with all stakeholders. • Ability to work effectively as part of a team of staff and governors. • Use effective ICT skills for teaching and learning. • Ability to demonstrate positive and highly effective behaviour management skills. Be committed to a high quality, student focuses approach to learning. • Good organisational and time management skills. • A passion for learning and the ability to inspire children to reach their full potential. • Always demonstrate a positive and professional attitude. • Flexible and keen to adapt to meet the needs of school. • Commitment to extra-curricular activities.
Safeguarding	<ul style="list-style-type: none"> • Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. • Commitment to the protection and safeguarding of children and young people • Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children

Personal qualities

- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- High expectations for children's attainment and progress
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality
- Positive, caring attitude, enthusiasm and sense of humour
- Ability to maintain confidentiality
- Commitment to personal and professional development
- Excellent interpersonal skills
- A team player

Notes:

This job description may be amended at any time in consultation with the postholder.