Bure Valley School and
John of Gaunt Infant and Nursery School
Part of Aylsham Learning Federation

Job Description and Person Specification

Job Title	**Reception Classroom Teacher**
Pay Range	**ECT/MPR/UPR**
Responsible to	**Executive Headteacher and Headteacher (Primary)**

Role and Context

General Requirements and Functions: *(all staff are expected to be familiar with the mission statement, intended pupil outcomes and objectives of the school).*

1. To carry out the general and specific professional duties as set out in the School Teachers' Pay and Conditions Document.
2. To maintain the highest quality possible of teaching and learning in accordance with school policies under the direction of the Executive Headteacher and Headteacher (Primary).
3. To accept responsibility for promoting and safeguarding the welfare of children and young persons who you are responsible for and come into contact with.

Principal Accountabilities

Areas of Responsibility and Key Tasks:

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching (collaboratively with year group colleagues) to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed, setting tasks which challenge all pupils and ensure high levels of interest; setting appropriate and demanding expectations;
- Providing clear structures for lessons maintaining pace, motivation and challenge;
- Carrying out and making use of half-termly assessments to ensure coverage of programmes of study ensuring effective teaching and best use of available time;
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework.

Use 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 resources and develop study skills through library, I.C.T. and other sources;
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Take 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 Maths;
- Encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Mark and monitor pupils' work and set targets for progress in accordance with the school's feedback and assessment policy;
- Assess and record pupils' progress systematically using the school system 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;
- Undertake assessment of pupils as requested by the Senior Leadership Team and school procedures;
- Prepare and present informative reports to parents both verbally and in written form.

Working Relationships

- Achieve constructive working relationships with all staff;
- Direct, organise and manage the work of support staff within the classroom ensuring their effective and efficient deployment;
- Liaise effectively with colleagues to ensure the successful transition of pupils through the school; build and maintain co-operative relationships with parents and carers.

Other Professional Requirements

- Evaluate own teaching critically to improve effectiveness;
- Take responsibility for one's own professional development including knowledge of school policies and procedures;
- To be a subject leader with responsibility for the management and development of a specific subject across the school;
- Contribute to meetings and discussions;
- Undertake school duties (break/before/after school) as directed to ensure the smooth running of the school;
- Participate in performance management through the setting of personal targets and monitoring of performance as set out in the Teachers' Pay and Conditions.

Person Specification

This describes the qualifications, experience, skills and knowledge which are essential to do the job to a fully competent level.

Key Areas of Role	Specifications for this Job	Essential / Desirable
Qualifications	• Qualified Teacher Status	E
Skills, Knowledge and Experience	• Thorough knowledge of the EYFS framework	E
	• Ability to challenge and support all pupils to do their best	E
	• Providing clear structures for lessons maintaining pace, motivation and challenge	E
	• An understanding of and commitment to equal opportunities for all pupils	E
	• Ability to make links to other subjects in the curriculum	E
	• Experience of teaching a wide age range of pupils across KS1	D
	• Experience of working in a multi-cultural setting	D
	• Experience of planning and managing the work of teaching assistants	D
	• Interest and/or expertise in a curriculum area	D
Attitudes	• Emphasis on the child at the centre of learning	E
	• Have high expectations for all pupils	E
	• Willingness to use a variety of teaching and learning styles	E
	• Ability to work positively and sensitively with pupils and parents	E
	• Enthusiasm, commitment and energy	E
	• Good organisational and interpersonal skills	E
	• Willingness to teach all subject topics	E
	• Ability to accept responsibility for planning and commitment towards personal professional development	E
	• Ability to motivate others	D

General Information

The job descriptions details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job.

All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school's policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.

Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Ethos
"Learning Together for Excellence"

We believe that every child is capable of achieving success and excellence through hard work, focused concentration and regular deliberate practice.

We are a safe, warm and welcoming community that always looks to treat each other with respect.

Our code of conduct of respect for yourself, respect for others, and respect for the environment help our community to thrive.

Values

We are a member of The Aylsham Cluster Trust - TACT a co-operative trust. We uphold **the co-operative values**:

Self-help - we help people to help themselves;
Self-responsibility - we take responsibility for, and answer to our actions;
Democracy - we give our members a say in the way we run our organisation;
Equality - we are genuinely inclusive and pursue success for everyone;
Equity - we carry out our work in a way that is fair and unbiased;
Solidarity - we share interests and common purposes with our members and other co-operatives.

Our Ethical Values are:

Openness - nobody's perfect, and we won't hide it when we're not;
Honesty - we are honest about what we do and the way we do it;
Social responsibility - we encourage people to take responsibility for their own community, and work together to improve it;
Caring for others - we are a nurturing community that takes care of each other and we regularly support charities and local community groups.