



St Clements Hill Primary Academy

JOB DESCRIPTION

POST TITLE:	Early Years (Reception) Teacher
RESPONSIBLE TO:	Headteacher
RESPONSIBLE FOR:	Class teaching and curriculum delivery and leadership
GRADE:	MPS/UPS
POST HOLDER:	TBC

GENERAL RESPONSIBILITIES:

1. To carry out the general and specific professional duties as set out in the School Teachers Pay and Conditions Document.
2. To enable young children to make good progress in their learning by building upon the skills they have when they join the school in reception
3. To assist all pupils to develop emotional security, self-belief and mature social skills
4. To assist all children to develop a love of learning and an excitement about coming to school each day.
5. To maintain clear, effective lines of communication between education staff, and the Senior Leadership Team (SLT).
6. To be conversant with, and work towards, fulfilling the Academy's aims and objectives as laid out in that policy document.

All class teachers are accountable for the progress that the pupils they teach make during an academic year.

Responsibilities of the job

A) Planning learning

1. Plan rich and stimulating learning activities that achieve good progression in pupils' understanding by:

- identifying clear learning objectives and learning content, appropriate to the subject matter and the pupils being taught
- setting exciting and intriguing learning opportunities for whole class learning, small group learning and self-initiated, exploratory learning.
- setting clear targets for pupils' learning that build on prior attainment
- identifying pupils who:
 - have special educational needs
 - are high attainers
 - are not yet fluent in English

Ensure that learning is matched to children's individual needs so that all pupils are challenged at their current level of understanding.

2. Create a high quality, rich, stimulating and enabling learning environment containing items that will capture pupils' attention and lead to independent exploration.

3. Closely observe pupils; make effective use of assessment information on pupils' attainment and progress when teaching and in planning future learning to build on their next steps.

4. Plan opportunities to develop pupils' spiritual, moral, social and cultural development.

B) Teaching and classroom management

5. Ensure effective teaching of the whole class, and of groups and individuals within the whole class setting, so that learning objectives are met and pupils' learning time is used efficiently.

6. Establish and maintain a purposeful learning atmosphere.

7. Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused, engaging teaching and through positive and productive relationships.

8. Establish a safe, clean and secure learning environment which promotes pupils' confidence.

9. Use teaching methods which capture pupils' interest and maintain their engagement through:

- offering a balance of teacher-directed and child initiated learning experiences
- providing rich, captivating learning activities - planned or 'in the moment'
- setting the highest expectations for all pupils
- clearly establishing a purpose for learning, placing it within a context effective questioning that includes open and closed questions, together with the use of probing, supplementary questions
- providing frequent opportunities for pupils to learn through talk and interaction
- stimulating intellectual curiosity and communicating enthusiasm for learning
- matching the teaching approaches used to the subject matter and the age of the pupils being taught
- modelling good language use to children
- modelling good social skills to children
- clear instruction, effective modelling and accurate explanation
- listening carefully to pupils, analysing their responses and responding constructively in order to take their learning forward
- selecting and making good use of ICT and other learning resources which enable learning objectives to be met
- providing opportunities to develop pupils' wider understanding by relating their learning to 'real life'.

10. Be familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of the responsibilities under the Code.

11. Evaluate your own teaching critically and use this to improve your effectiveness.

C) Monitoring, assessment, recording, reporting and accountability

12. Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.

13. Maintain good organisation and accurate assessments in pupil profiles so that they offer a clear record of pupils' progress.

14. Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents.

15. Have a secure knowledge of Early Learning Goals and the ability to hold professional conversations around pupils' attainment within these.

D) Management and administration

16. Participate in administrative and organisational tasks related to the responsibilities described above.

17. If necessary, provide cover for other teachers as appropriate.

18. If necessary, contribute to the induction of new and probationary teachers.

19. If necessary, support students on placement in classes.
20. Participate, as required, in tasks relating to the curriculum, organisation and pastoral functions of the school.
21. Participate in any arrangements made by the school for performance management and continuing professional development.
22. Foster close relationships with parents/carers and the wider community. Assist them to support their child's learning at home. Present a positive image of the school to all other stakeholders.

WORKING TIME:

This job description allocates responsibilities and duties but does not direct the particular amount of time to be spent on carrying them out and no part of it may be construed. In allocating time to the performance of responsibilities and duties the postholder must use directed time in accordance with the School Teachers Pay and Conditions Document

REVIEW:

The job description will be reviewed at least once per year and may be subject to amendment or modification at any time after consultation with the postholder through the school's Staff Support and Development Programme. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the postholder's professional responsibilities and duties.