

**TEACHING STAFF
JOB DESCRIPTION**

ROLE TITLE	Reception Class Teacher
LOCATION	Westfield Primary Academy (may be deployed across the Trust)
GRADE / SCALE POINT – SALARY	MPR
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

General Teaching Responsibilities

1. Engage in identifying and implementing the priorities of the School Improvement Plan, participating fully in school self-evaluation;
2. Comply with and uphold the policies of the school;
3. Fully understand and comply with the school's policy on safeguarding. Remain alert to pupils' pastoral needs and provide support, in conjunction with school's SENDCo and Learning Support Assistants (LSAs);
4. Proactively uphold the school's behaviour policy establishing class rules and setting out

clear and fair sanctions in accordance with the school's systems; high standards of behaviour should be expected at all times;

5. Work as part of the school's teaching team and actively behave as a team member to support colleagues;
6. Oversee and work closely with LSAs, setting out tasks appropriate to the assistant's role and ability; supervise the work of support staff, students and voluntary helpers as required;
7. Ensure that the learning spaces provide a welcoming and stimulating environment to pupils and adults. Classrooms will be vibrant, well organised and serviceable. Work should be attractively displayed and be clearly and appropriately labelled;
8. Make effective use of PPA time to raise standards;
9. Lead assemblies as required;
10. Play an active role in the full life of the school.

Specific Responsibilities

Class Teacher:

1. Work closely with other members of the EYFS staff to establish the highest standards of achievement, within a learning environment which reflects current excellent practice for very young children, particularly those aged 3 – 5;
2. Ensure continuity and progression in the delivery of the Early Years Foundation Stage and in accordance with relevant and current DfE guidance;
3. Teach to a consistent high standard which meets the needs of all the children in EYFS, appropriate to individual ability and stage of development;
4. Make appropriate educational provision for children with SEN and those learning EAL with support from the SENCO/Senior Teacher;
5. Teach within the framework of school policies relevant to EYFS, paying particular attention to Safeguarding, Equality and Diversity, Inclusion, Special Educational Needs and Anti-Racism;
6. Implement EYFS's policies and procedures with specific regard to Health and Safety;
7. Plan and implement appropriate extra-curricular activities to meet the needs of all children within the EYFS setting;
8. Lead, attend and contribute to regular planning and staff meetings;
9. Plan, organise and resource a physical environment which will facilitate children's autonomous, independent learning and enable children to maximise their full potential;
10. Establish and maintain good partnerships with colleagues, parents and carers, outside agencies and children including good home-school links;
11. Monitor children's progress, keep meaningful records and evaluate performance through formative assessments in line with school policy;
12. Interpret assessment data and make appropriate recommendations and/or take action to

improve outcomes for children;

13. Communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment
14. Promote equal opportunities through meaningful classroom practice in order to achieve the best outcomes for each individual pupil;
15. Take responsibility for an area of the EYFS's development, an area of learning or organisation, or a combination of all;
16. Develop and maintain appropriate resources and equipment, preparing the learning area indoors and outdoors and ensuring that it is safe, clean and tidy at the start and end of each sessions;
17. Keep up-to-date with the latest initiatives relating to EYFS teaching and learning and disseminate information to colleagues;
18. Maintain a high standard of display both in the classroom and other areas of the EYFS;
19. Attend courses and develop own expertise on advice and agreement of the Headteacher as identified through Performance Management, through School Self-Evaluation and the School Improvement Plan;
20. Take up the opportunity for continuous professional development through self-directed reading, courses and in-service training.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.



The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Second class degree or higher • Relevant Teaching Qualification • English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level) • ICT QTS accreditation test level or European Computer Driving Licence (ECDL) 	
Experience and Knowledge	<ul style="list-style-type: none"> • High levels of primary (EYFS) subject knowledge and knowledge of statutory requirements relating to the EYFS curriculum • Evidence of positive impact on pupil outcomes in the EYFS Year group(s) • Evidence of successful leadership of a project or initiative • Evidence of effective team working. 	
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions • Ability to complete basic paperwork 	
Organisational		<ul style="list-style-type: none"> • Knowledge of school policies and procedures
Key Skills and Attributes	<ul style="list-style-type: none"> • Positive disposition to implementing the Schools' educational vision • Willingness to work across the Trust's primary schools to secure high attainment for all children in EYFS 	
Leadership	<ul style="list-style-type: none"> • Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team • Understanding of the management of change processes • Ability to maintain a consistent and continuous focus on pupil achievement • Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for the EYFS setting. 	
Other Qualities	<ul style="list-style-type: none"> • Able to develop genuine, empathetic relationships with young people • High personal standards in terms of attendance, punctuality and meeting deadlines • High level of personal organisation skills 	

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| | <ul style="list-style-type: none">• Good communication skills, both written and spoken• Solution focused disposition and a positive attitude particularly to challenge and change• Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils• Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education• Able to work as part of the broader inclusion and pupil support system• Ability to work as a team player and supportive of team working• Ability and willingness to develop own understanding and capability through advice and training• Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency• Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes. | |
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