

Crossacres Primary Academy

Job Description – Reception Teacher

All Teachers are subject to the conditions of employment set out annually in the School Teacher's Pay and Conditions document. These details, the professional and particular duties required of teachers, together with requirements for management time, working time and guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

Additionally, STPCD requires all teachers to be involved in:

- Advising and co-operating with the head teacher and other teachers on the preparation and development of courses of study, teaching programmes, methods of teaching and assessment and pastoral arrangements
- Taking any such part as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Main Scale teachers will be asked to maintain an overview of teaching, standards and ongoing improvement in specified subject(s) or areas.

Over time, this might include:

- Reviewing and developing curriculum policy in the subject(s)
 - Monitoring and evaluating the quality of planning in the subject(s) by other teachers
 - Observing teaching in the subject(s) in order to evaluate strengths and areas for further development or the impact of school improvement work
- Evaluating relevant assessment information for individuals, groups or cohorts
- Suggesting issues in the subject(s) for further development
- Reviewing and co-ordinating the usage of resources in the subject(s)
- Providing advice and supporting new staff in the subject(s)
- Reporting on progress, achievement and standards in the subject(s) to staff, governors or parents.
- Arranging and promoting relevant subject activities to promote pupils' enthusiasm and interests.

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Person specification – Reception Teacher

Listed below are the requirements which are considered necessary for the post.

Attributes	Requirement	
	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Evidence of recent professional development 	<ul style="list-style-type: none"> • Degree and / or relevant qualifications in EYFS
Experience and skills	<ul style="list-style-type: none"> • Experience of teaching in EYFS/KS1 • A working knowledge of strategies and techniques for raising standards. • A thorough working knowledge of the EYFS curriculum. • Evidence of consistently good to outstanding teaching. • Clear educational vision and child centred philosophy. 	<ul style="list-style-type: none"> • Reception teaching experience and working part of an EYFS team.
Professional development	<ul style="list-style-type: none"> • Active involvement in recent and relevant INSET/training 	<ul style="list-style-type: none"> • Training in different teaching and learning strategies.
Planning	<ul style="list-style-type: none"> • Plan and design effective learning sequences for children. • Ability to create a stimulating learning environment for all children, indoors and outdoors. 	<ul style="list-style-type: none"> • Experience of planning and developing an area outdoors.
Data analysis	<ul style="list-style-type: none"> • Ability to analyse, interpret and act on data relevant to Reception. 	<ul style="list-style-type: none"> • Use of online EYFS assessment system for example; tapestry.
Improving teaching and learning	<ul style="list-style-type: none"> • Knowledge of a range of teaching and learning styles and strategies and motivate and engage children. 	<ul style="list-style-type: none"> •
Working with people	<ul style="list-style-type: none"> • Strong interpersonal skills; ability to negotiate, build rapport and work successfully within a team. 	<ul style="list-style-type: none"> • Experience of working with other agencies or organisations.
Resource Management	<ul style="list-style-type: none"> • Ability to manage resource and manage other adults. 	
Knowledge of Education	<ul style="list-style-type: none"> • Knowledge of latest curriculum and initiatives to raise standards in the EYFS; including the EIF 2019, Bolding Beginnings and Development Matters. 	<ul style="list-style-type: none"> • Experience of wider reading and educational issues.
Key skills, qualities and attributes	<ul style="list-style-type: none"> • High expectations and a commitment to raising standards of attainment for all. • Commitment to equal opportunities and equal value for children and colleagues. • Commitment to working in partnership with parents/carers. • Resilient and cheerful under pressure. • Exceptional organisational skills. • Adaptability to changing circumstances and ideas • Ability to work to deadlines and independently. 	