**Reception Teacher Vacancy May 2024**

Description: Fixed Term Contract (Cover Maternity Leave)

JOB PURPOSE

• To carry out the duties of a schoolteacher as set out in the current School Teachers’ Pay and Conditions document, subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher.

• To demonstrate good inclusive practice with reference to children with special educational needs, and children with English as an additional language.

• To be committed to and actively promote the school’s equal opportunities policy.

• To uphold the school’s principles, vision and ethos through the implementation of policies which underpin good practice and ensure the safety and wellbeing of all.

REPORTING TO

* Senior Leadership Team

SAFEGUARDING CHILDREN

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

The successful candidate will require an enhanced DBS clearance.

MAIN EXPECTATIONS OF THE ROLE

1. To plan work for the class in accordance with national, MAT and school curriculum policies and in co-operation with subject and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.

2. To make appropriate educational provision for children with SEND and those learning EAL, with support from the SENDCo and the Inclusion Team.

3. To provide children with opportunities to manage their own learning and become independent learners.

4. To create a secure, happy, and stimulating classroom environment, maintaining the highest standards of organisation, and discipline.

5. To foster each child’s self-image and esteem and establish relationships which are based on mutual respect.

6. To arrange for resources, equipment, and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.

7. To work with colleagues to undertake medium- and short-term planning and the implementation of agreed schemes of work

8. To assess children’s progress, maintain records and provide written reports to parents and carers in accordance with school policies.

9. To communicate and consult with parents and carers and with outside agencies, as necessary, about children’s progress and attainment.

10. To ensure that the school’s aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in everyday classroom organisation and practice.

11. To liaise with school-based staff as well as colleagues from the MAT, LA & from other external bodies as required.

12. To take responsibility for the management of other adults in the classroom.

13. To engage fully with all opportunities for continuous professional development through self-directed reading, courses and in-service training

14. To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.

PERFORMANCE MANAGEMENT

* Performance management will be based on the responsibilities listed above and judgements will be made against these as part of the school’s performance management cycle and against the Teaching Standards.

KNOWLEDGE & UNDERSTANDING

* Demonstrate a thorough and up-to-date knowledge of the curriculum and effective teaching and learning strategies.

TEACHING & ASSESSMENT

* Demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils’ individual learning needs.
* Demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management.
* Demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback.

PUPIL PROGRESS

Demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils’ prior attainment, making progress as good or better than similar pupils nationally (this should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken).

WIDER PROFESSIONAL EFFECTIVENESS

• Take responsibility for your professional development and use the outcomes to improve your teaching and pupils’ learning.

• Make an active contribution to the policies and aspirations of the school.

PROFESSIONAL CHARACTERISTICS

• Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:

• Inspiring trust and confidence.

• Building team commitment.

• Engaging and motivating pupils.

• Analytical thinking; and

• Taking positive action to improve the quality of pupils’ learning.

**Person** **Specification**

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| --- | --- | --- |
|  | Essential | Desirable |
| **Qualifications** | * Qualified Teacher Status.
 | * Qualification from further Study.
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| **Experience** | * Primary School Experience.
* Experience of working in early years.
* Evidence of professional development.
 | * Experience of working successfully and co-operatively as a member of a team.
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| **Skills, Knowledge & Understanding** | * Have a thorough knowledge and understanding of the Early Years Framework.
* Up – to – working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how personalise learning, to provide opportunities for all learners to achieve their potential.
* Ability to create a happy stimulating & effective learning environment.
* Ability to promote the school’s vision & values.
* Develop good personal relationships within a team.
* Establish & develop positive relationships with parents, governors, & the community.
* Communicate effectively (both V

verbally & in writing) to a variety of audiences.* Understand & comply with safeguarding children’s procedures.
* Understand what is meant by safeguarding and the different way in which children can be harmed.
* A commitment to promoting equal opportunities.
 | * An outstanding practitioner with high expectations of pupil’s achievement and behaviour.
* Proven ability to inspire, lead & motivate.
* Successful experience of teaching within the early years.
* Ability to be proactive & initiate.
* Experience of interrogating pupil progress data.
* Understanding of statutory & other pedagogical frameworks relating to teaching & assessment, such as assessment for learning (AFL), Metacognition & knowledge-based curriculum implementation.
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