**Job Description**

**Temporary Teacher (Maternity Cover – 0.6 FTE)**

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|  **Job Title** | Reception Class Teacher  |
|  **Location** |  Mount Street Primary |
|  **Responsible to** |  Headteacher |
|  **Job Type** | Temporary (Until the substantive post holder returns) |
|  **Salary FTE** |   MPS 1 – 6 £25,714.00 - £36,961.00 (DoE) |
|  **Actual Annual Salary** |   MPS 1 – 6 £15,428.40 - £22,176.60 (0.6 FTE) |
|  **Closing date** | 9.00am 4th January 2022 |
|  **Proposed Interview date** |   W/C 10th January 2022 |
|  **Proposed Anticipated start date** | 28th February 2022 |

**Roles and Responsibilities**

* Take responsibility for the Reception class in accordance with the duties listed below
* To carry out the professional duties covered by the latest School Teachers’ Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.
* Deliver and administer statutory and non-statutory assessments.
* Teach a class or classes of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;
* Maintain the positive ethos and core values of the school, both inside and outside the classroom;
* Promote the school’s visions, aims and values.
* Contribute to constructive teambuilding amongst teaching and non-teaching staff, parents and governors;
* Be willing to take part in wider school life.
* Bring initiative, energy and drive to the team.
* Have high expectations of every child from their given starting points.
* Refuse to allow disadvantage to be a barrier to their children’s achievements.
* Empower and inspire children and staff to want to succeed.
* Have secure subject knowledge in the primary curriculum.
* Be immersed in our inclusive nature as a school and recognise/appreciate the needs of our children and community.

**As a Class Teacher:**

The Class Teacher will:

* Implement agreed school and trust policies and guidelines;
* Support initiatives decided by the LAT, Headteacher and staff;
* Plan appropriately to meet the needs of all pupils, through differentiation of tasks;
* Be able to set clear targets, based on prior attainment, for pupils’ learning;
* Through high quality teaching deliver a school curriculum that inspires all children;
* Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;
* Keep appropriate and efficient records, integrating formative and summative assessment into planning;
* Work with school leaders to track the progress of individual children and intervene where pupils are not making progress;
* Report to parents on the development, progress and attainment of pupils;
* Promote the school’s code of conduct amongst pupils, in accordance with the school's behaviour policy;
* Participate in meetings which relate to the school's management, curriculum, administration or organisation;
* Communicate and co-operate with specialists from outside agencies;
* Make effective use of ICT to enhance learning and teaching
* Lead, organise and direct support staff within the classroom;
* Participate in the performance management system for the appraisal of their own performance, or that of other teachers

This job description will be reviewed annually as part of the performance management review process, or more frequently if necessary. It may be amended at any time after consultation with the headteacher and postholder.

Name: Bridget Shillaber

Signed:

**PERSON SPECIFICATION**

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|  | **Essential** | **Desirable** |
| High quality teaching leading to good progress and outcomes | Excellent teaching skills and a passionate commitment to excellence and enjoyment | *Ability to contribute to a curriculum team* |
| Experience of working successfully across different age groups within a primary school |  |
| Excellent use of feedback and assessment to support children’s understanding of their next steps and targets |  |
| Understanding of the importance of pupil progress data tracking and target setting |  |
| Commitment to meet all of the needs of the children | Proven ability to cater for the needs of all children, including the most vulnerable and pupil premium children  | *An understanding of the ‘Building Learning Power’ initiative and growth mindset* |
| Proven ability to improve outcomes for children (academic and pastoral) | *Experience of working with EAL children* |
| Clear awareness of how to keep children safe |  |
| High quality behaviour management | A proven ability to manage children’s behaviour, using a positive approach |  |
| Evidence of an ongoing positive and enthusiastic approach to motivating the children and supporting colleagues |  |
| Commitment to the wider life of the school and professional development | Good emotional intelligence and inter-personal skills | *Sense of humour* |
| Ability to work sensitively with children, parents and carers | *Willingness to lead extra-curricular activities* |
| Ability to be flexible and adapt to any last minute changes |  |
| Keen interest in further professional development and evidence of responding positively to advice given |  |
| Commitment to working collaboratively with colleagues at Mayflower and across the Trust for the good of all children |  |
|  | Ability to work across a large building  |  |
|  | Qualified teacher statusCommitment to following the school’s code of conduct (within staff handbook) |  |