



WELLESLEY
HADDON DENE
SCHOOL

Reception Class Teacher

Job Description and Person Specification

Job Description

Our whole school is committed to safeguarding and promoting the welfare of children and young adults and expects all staff and volunteers to share this commitment.

Post title:	Reception Class Teacher
Hours of work:	Part Time @ 0.40 FTE
Remuneration:	Commensurate with experience
Responsible to:	Head Teacher
Start Date :	September 2024

Main Responsibilities:

Teaching

- Develop and deliver age-appropriate lessons and activities based on the EYFS curriculum, tailored to the unique needs and interests of young learners.
- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English
- If teaching early reading, demonstrate a clear understanding of appropriate

teaching strategies e.g. systematic synthetic phonics

- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in

supporting learning and understand the roles they are expected to fulfil

- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations

Other

- To have professional regard for the ethos, policies and practices of Alpha Schools and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the head teacher

This list is not intended to be exhaustive and you may be required to undertake other reasonable duties as School requires from time to time.

Monitoring, Assessment, Recording, Reporting, and Accountability	<ul style="list-style-type: none"> • To be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge. • To contribute towards the implementation of Individual Pupil Profiles, particularly the planning and recording of appropriate actions and outcomes related to set targets in liaison with the SENCO. • To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development. • To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents. • Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.
Subject Knowledge & Understanding	<ul style="list-style-type: none"> • To have a thorough and up-to-date knowledge and understanding of the subjects being taught, level descriptors and specifications for examination courses. • To keep up to date with research and developments in pedagogy and the subject area
Professional Standards and Development	<ul style="list-style-type: none"> • To be a role model to pupils through personal presentation and professional conduct. • To arrive in class before the start of the lesson, and to begin and end lessons on time. • To cover for absent colleagues as is reasonable, fair and equitable. • To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work. • To be familiar with the School's handbooks and support all the School's policies, e.g. those on Health and Safety, Safeguarding etc. • To establish effective working relationships with professional colleagues and associate staff. • To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures. • To be involved in extra-curricular activities such as making a contribution to after-school clubs and visits. • To liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare. • To be aware of the role of the Governing Body of the School and to support it in performing its duties. • To complete the on-line training courses as required by the school • To provide the documentation required to carry out a DBS check. • To be familiar with and implement the relevant requirements of the current SEN Code of Practice. • To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who: <ul style="list-style-type: none"> o have SEN; o are gifted and talented; o are not yet fluent in English. • To uphold the school's core values.

Person Specification

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

	Essential	Desirable	Method of assessment
Qualifications:	<ul style="list-style-type: none"> • Bachelor's degree in education or a relevant field. • Qualified Teaching Status • Evidence of CPD 	<ul style="list-style-type: none"> • Further subject-related qualifications. • PGCE or other suitable teaching qualification. 	Production of the Applicant's certificates
Experience:	<ul style="list-style-type: none"> • Initial teacher training teaching experience or time served experience in Reception, KS1 or KS2 or EYFS • Teaching within the UK education system 	<ul style="list-style-type: none"> • Recent experience of teaching at the relevant level(s). • Prior experience teaching in an early years or Reception setting, particularly with a focus on the EYFS curriculum, is preferred. 	Contents of the Application Form Interview Professional references
Skills:	<ul style="list-style-type: none"> • Ability to reflect and develop your own practice with the commitment to ensure the growth of your professional abilities • Good organisational skills, and the ability to consistently meet deadlines • Positive attitude, with good interpersonal skills demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils • Knowledge of current legislation and developments relating to the subject area 	Good IT skills and an ability to use ICT to good effect in the classroom.	Contents of the Application Form Interview Professional references
Knowledge:	<ul style="list-style-type: none"> • Subject Specialism in at least one curriculum area • Curriculum developments • Teaching pedagogy 	Awareness of equal opportunities issues and how they can be tackled through teaching and learning strategies and other SEN provision.	Contents of the Application Form Interview Professional references
Personal competencies and qualities:	<ul style="list-style-type: none"> • Safeguarding requirements and the contents of Keeping Children Safe in Education Part 1 • Able to use ICT to enhance learning 	Able to adapt to teaching and learning across the key stages.	Contents of the Application Form Interview Professional references

	<ul style="list-style-type: none"> • Able to organise an imaginative and stimulating classroom environment • Willing to co-ordinate a subject area • An understanding of assessment and its purpose • An understanding of the impact of quality feedback • A willingness to undergo appraisal and continual professional development • Willingness to contribute to extra-curricular activities including taking part in trips • Desire and ability to work as part of a team • Commitment to equality, diversity and inclusion • An interest and understanding of pastoral care <p>Being able to work and engage with parents</p>		
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