

JOB DESCRIPTION

POST: Reception Teacher
LOCATION: Willow Primary Academy
CONTRACT: Permanent
GRADE Teacher Main Scale (TMS)

JOB PURPOSE

As an EYFS Teacher, you will provide high-quality early education and care in line with the statutory Early Years Foundation Stage (EYFS) Framework, ensuring every child makes strong progress from their starting points. You will champion inclusive, child-centred practice, advocate for children with SEND, and ensure that provision is accessible, equitable, nurturing and ambitious for all.

You will fulfil the professional responsibilities of a teacher, uphold the Teachers' Standards, and model high expectations of children's learning, development, and well-being.

MAIN DUTIES AND RESPONSIBILITIES

Teaching and Learning

- Provide high-quality teaching and learning within the Early Years Foundation Stage, ensuring that all children make excellent progress and are prepared for the next stage of their education in a safe, nurturing, and stimulating environment.
- Plan, deliver, and evaluate engaging and developmentally appropriate learning experiences in line with the EYFS Framework
- Establish and sustain a safe, welcoming, purposeful, stimulating, encouraging and well organised environment where children feel confident and secure and are able to develop and learn both indoors and outdoors
- Support children's learning through play, exploration, and structured activities including selecting preparing and using a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion.
- Embed inclusive pedagogies, adapting teaching approaches and the learning environment to meet diverse needs.
- Promote communication and language through high-quality interactions and targeted support.
- Actively support the development of children's language and communication skills.
- Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills.
- Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting and encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views.

- Use effective teaching strategies to meet the individual needs of all pupils, including those with SEND and disadvantaged pupils, maintaining a culture amongst practitioners where they can identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, ensuring staff know when to refer for specialist support.
- Ensure that all practitioners understand the principles and content of the Early Years Foundation Stage and know how to put them into practice.
- Support practitioners in acknowledging the various influences and transitions experienced by a child from both inside and outside the setting.
- Practice and promote current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the physical, mental and emotional well-being of children including encouraging all practitioners to recognise when a child is in danger or at risk of harm and know how to act to protect them.

Assessment and Progress

- Observe, assess, and record children's learning and development accurately, and contribute to pupil progress meetings
- Use formative and summative assessment to inform planning and next steps
- Complete statutory EYFS assessments, including the EYFS Profile as directed by national guidelines
- Promote the use of informed observation and other strategies to monitor children's activity, development and use this as a basis for differentiating provision, planning and to improve practice and provision

Partnership with Parents and Carers

- Build positive relationships with parents and carers
- Communicate effectively about children's progress and development
- Encourage parental engagement in children's learning

Teacher standards:

Part one: Teaching

A teacher must:

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study.

- Demonstrate good subject and curriculum knowledge and have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children 's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- Adapt teaching to respond to the strengths and needs of all pupils
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, 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 to involve and motivate them

- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others to not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Professional Responsibilities

- Work collaboratively with EYFS colleagues, support staff, and wider school staff
- Contribute to staff meetings, training, and professional development
- Uphold the school's policies, values, and ethos
- Participate in performance management and school improvement initiatives

GENERAL DUTIES & RESPONSIBILITIES

- to be responsible for the welfare, safety and discipline of a class of children within the appropriate department
- to undertake a teaching timetable as required
- to appropriately deploy staff allocated to a classroom (i.e. LP's, students, etc)
- to liaise effectively with parents, including home-school communications
- to deliver accredited courses (where appropriate)
- to prepare pupils for external assignments/exams (where appropriate)
- to collate and present work for moderation/assessment
- to participate in whole school and department events
- to undertake training as required
- to report any Safeguarding issues immediately to the Designated Safeguarding Lead or Trust Safeguarding Lead as appropriate
- to report any Health and Safety issues or concerns
- to undertake other responsibilities specific to the post

- maintain confidentiality and discretion regarding sensitive information and to ensure that complex queries or issues are conveyed accurately to senior members of staff
- represent the school at all times in a professional, positive and helpful way
- be conversant with relevant IT and software, and keep up to date with developments in IT
- participate in the school's appraisal programme
- undertake training where this is appropriate
- contribute pro-actively to meetings and discussions as required, and to participate in the whole school team
- be compliant with GDPR
- To work within the Framework of national legislation and in accordance with the provisions of the Schools Teachers Pay and Conditions Document

In addition, the post is subject to compliance with:

- School policies and guidelines on the curriculum and school organisation
- Relevant Teachers' Standards
- SEN Code of Practice
- National Curriculum
- EYFS Framework

QUALIFICATIONS/EXPERIENCE

QTS

PRINCIPAL CONTACTS

Pupils, Parents, Headteacher, other Teachers and LP's, other professional groups.

SUPERVISORY RESPONSIBILITY

Support Staff working in the classroom

SUPERVISION RECEIVED

SLT/Headteacher

SPECIAL CONDITIONS

Occasionally the post-holder may be required to cover at other schools within the MAT, in which case they will be reimbursed for mileage according to MAT guidance.

EQUAL OPPORTUNITIES

The postholder is required to assist in the implementation of SAND Academies Trust equal opportunity objectives and the school's Equal Opportunities Policy.

This job description outlines duties and responsibilities. It does not direct the amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities the post holder must use directed time appropriately and have regard to clause 36 (1) of a Teacher's Conditions of Employment. The job description is not necessarily a comprehensive definition of the post and the teacher may be required to undertake other tasks appropriate to the level of appointment as the Line Manager/Senior Leadership Team/Headteacher may require. It may be reviewed annually, or earlier if necessary',

and it may be subject to modification of amendment after consultation with the post holder.

Signed:.....(employee)

Date.....:(employee)

**PERSON SPECIFICATION
RECEPTION CLASS TEACHER**

Criteria	Essential	Desirable
Qualifications & Experience	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Proven record of good / outstanding teaching within the EYFS framework • Experience teaching in an EYFS setting. • Experience in planning, assessing, and monitoring progress • Experience working in partnership with parents, carers, and outside agencies. • Experience with phonics schemes (e.g., Read Write Inc). • Experience across most/all primary key stages • Experience in implementing interventions • Experience in administering external assessments • Experience of working with SEND pupils and pupils with additional needs 	<ul style="list-style-type: none"> • EYFS specific training or relevant degree • Subject lead experience • Evidence of ongoing professional development
Knowledge & Skills	<ul style="list-style-type: none"> • Expert knowledge of the EYFS curriculum including learning, development and assessment • Understanding of effective pedagogy for children aged 0–5, particularly play-based learning, language, literacy, and social-emotional development. • Ability to adapt teaching to meet pupils' needs and build effective relationships with pupils • Knowledge of safeguarding, child protection, and health & safety requirements. • Understanding of how to support children with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL). 	<ul style="list-style-type: none"> • knowledge of Positive behaviour management and strategies • good organisational skills • Effective communicator • ability to effectively deploy and liaise with classroom staff • safe working practice that protects children and adults who work with them

	<ul style="list-style-type: none"> • Passion for working with young children and creating an engaging, stimulating indoor/outdoor environment. • Excellent verbal and written skills • Effective liaison with parents, staff, and other professionals. • Positive and effective approach to managing behaviour including knowledge of effective behaviour management strategies • Ability to work collaboratively, adapt to changes, and work well under pressure. • Confident using technology to support learning and tracking. 	
Personal qualities	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively • Commitment to always maintaining confidentiality • Commitment to safeguarding and equality • Commitment to working in partnership with staff, pupils, parents, governors and other professionals • Commitment to the wider work of the Trust 	<ul style="list-style-type: none"> • ability to identify with the Trust's values & principles
Special conditions	<ul style="list-style-type: none"> • Enhanced DBS Clearance • Satisfactory medical clearance 	<ul style="list-style-type: none"> • current full driving licence