

Role Profile & Person Specification

Job Title: Reception / Key Stage 1 Teacher

Responsible to: Executive Headteacher

Terms and Conditions: 5 days per week maternity cover, reducing to 3 days per week permanent at end of maternity period.

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

To fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document and meet expectations set out in the Teachers' Standards. The teacher will be responsible for the day-to-day work and management of a class, including the safety and welfare of the children, during on-site and off-site activities. They will promote the aims and objectives of our school and maintain its philosophy of education.

Key Areas of Responsibility

- To create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning.
- To plan, prepare, develop and deliver differentiated, engaging lessons tailored to pupils' individual learning needs, EHCPs, and developmental stages.
- To promote good progress and outcomes for children.
- To demonstrate good curriculum and subject knowledge.
- To adapt teaching in response to the strengths and needs of all children.
- To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, discipline and safeguarding the children's health and safety.
- To organise and manage groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities.

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- To plan opportunities to develop the social, emotional and cultural aspects of pupils' learning.
- To maintain a regular system of monitoring, assessment, record-keeping and report of children's progress.
- To prepare appropriate records for the transfer of pupils.
- To ensure effective use of support staff within the classroom, including volunteer helpers.
- To be part of a whole school team, actively involved in decision making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements.
- To ensure that school policies are reflected in daily practice.
- To communicate and consult with parents over all aspects of their children's education; academic, social and emotional.
- To work alongside the SENDCO and to liaise with outside agencies when appropriate, e.g. Education Psychologists.
- To continue professional development, through self-directed reading/courses and in service training and take responsibility for improving teaching through professional development responding to advice and feedback from colleagues.
- To meet with parent and appropriate agencies to contribute positively to the education of the children concerned.
- To support the Headteacher in promoting the ethos of the school.
- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- To make appropriate education provision for children with SEN, use a range of communication strategies and sensory approaches to support children with complex needs
- To maintain a high standard of display both in the classroom and in other areas of the school.
- Have high expectations whilst taking into account the ability range of the pupils.
- Attend parent's evenings as appropriate to discuss the children's progress.
- Attend school and year group assemblies, staff meetings and SEND meetings.
- Run activities for pupils.
- Maintain displays of pupil's work and resources in the classroom.
- Take part in organising and supervising educational visits.
- Make an active contribution to whole school events.

Safeguarding

- Respecting confidential issues linked and keeping confidence as appropriate.
- Keep up to date with school procedures for safeguarding and child protection, reporting any concerns to a senior designated person.

Health and Safety

- Ensure that risk assessments are carried out in line with the school's health and safety policy.

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- Ensure that all members of staff are aware of Health and Safety issues including the need to report all accidents and near misses.

Continuing Professional Development

- To take part in the school’s staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage proactively in the performance management review process.
- To ensure the effective and efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown, but in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none"> • Relational • Self-aware • Curious • Accepting • Empathetic • Reflective 	
Qualifications	<ul style="list-style-type: none"> • Graduate with QTS 	<ul style="list-style-type: none"> • A degree or equivalent qualification

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<p>Experience</p>	<ul style="list-style-type: none"> • At least 2 years experience working in Reception and / or Key Stage 1. • Ability to adapt teaching for a wide range of needs and abilities • Ability to liaise and work with others to promote the education of all children. Ability to use data to promote learning and to set targets appropriate to pupils' abilities and needs. • Strong interpersonal and communication skills • A commitment to inclusive education and the wellbeing of all pupils 	<ul style="list-style-type: none"> • Knowledge of SEN Code of Practice and current best practice in special education • Ability to lead a subject leadership across the primary phase
<p>Skills/ Knowledge</p>	<ul style="list-style-type: none"> • Ability to prepare and plan effectively. • Good organisational skills. • Ability to prioritise and manage time. • Appreciation for the significance of safeguarding and interprets this for all individual children and young people whatever their circumstances. • The ability to converse at ease with members of the public, students, staff and parents and provide accurate information and advice. • Ability to work as a team. 	
<p>Other</p>	<ul style="list-style-type: none"> • Sense of humour, good listener, positive outlook 	