



Clapham Manor
Primary School &
Children's Centre

Growing Brighter Futures



Reception Teacher

MPS/UPS

Job Description

Advert: March 2018

Start date: September 2018

Job Description

This job description may be amended at any time following discussion between the headteacher and Senior Leadership Team.

Reporting to: Headteacher /Senior Leadership Team and Governing Body

Job Title: Class Teacher - Reception

Grade: MPS/UPS

From: September 2018

Purpose of Post

In collaboration with the Headteacher, Deputy Headteacher and Senior Leadership Team, to support the vision, ethos and policies of the school and promote high levels of achievement for the children in their class

- To lead, organise, manage, and develop their own class in order to promote the highest possible standards and to maximise the attainment and development of all children in the class.
- To develop the learning environment so that it is high achieving, creative and reflects the aims and ethos of our school.
- To work in co-operation with other staff, parents and carers, the Children's Services and relevant external agencies to ensure the best outcomes for all pupils in the class.

Main Duties/ Responsibilities

TEACHING AND LEARNING

The Teachers' Standards issued by the Department for Education specify that:

- Teachers make the education of their pupils their first concern
- Teachers are accountable for achieving the highest possible standards in work and conduct
- Teachers act with honesty and integrity
- Teachers have a strong subject knowledge
- Teachers keep their knowledge and skills as teachers up-to-date and are self-critical
- Teachers forge positive professional relationships
- Teachers work with parents in the best interests of their pupils

At Clapham Manor Primary School and Children's Centre all teachers will therefore:

- Set high expectations which inspire, motivate and challenge pupils
- Promote *the best* progress and outcomes for pupils
- Demonstrate *the best* subject and curriculum knowledge
- Plan and teach well-structured lessons

- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure *the best and safest* learning environment
- Fulfil wider professional responsibilities

Additionally:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

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
- 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.

Teachers must have proper and professional regard for the ethos, policies and practices of our school and maintain high standards in their own attendance and punctuality.

Upper Pay Scale Teachers will also be expected to have a *wider impact* upon the school by:

- Have teaching skills which lead to learners achieving consistently well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to statutory assessments
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge
- Promote collaboration and work effectively as a team member

- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

LEADING, MANAGING AND DEPLOYING RESOURCES

- Lead or shared leadership of a curriculum area or aspect of school improvement/development (open to negotiation – post NQT year only)

Person Specification for Class Teacher MPS/UPS

This person specification relates to the requirements of the post as determined by the job description. Please write a personal statement detailing how you meet the criteria below (four areas) and how your examples demonstrate impact.

QUALIFICATIONS	
Essential	Desirable
A person who has: <ul style="list-style-type: none"> Qualified Teacher Status Honours degree or equivalent qualification 	<ul style="list-style-type: none"> Evidence of Continuing Professional Development
For Nursery <ul style="list-style-type: none"> EYFS Professional NVQ Level 3+ 	<ul style="list-style-type: none"> Qualified Teacher Status Honours degree or equivalent qualification

EXPERIENCE	
Essential	Desirable
A person who has successful experience of: <ul style="list-style-type: none"> Teaching in the primary age range Impacting positively on the educational progress of all groups in their class Working with and engaging with pupils, staff and parents' 	<ul style="list-style-type: none"> Teaching in more than one key stage/ phase – EYFS/KS1 or KS2 Leading and managing a subject area which has had impact on the wider school Experience of teaching in an externally assessed year group

PERSONAL AND PROFESSIONAL SKILLS AND DUTIES	
Essential	Desirable
A person who is able to: <ul style="list-style-type: none"> Carry out teaching duties in accordance with school policies, procedures and practices and the Primary Curriculum and/or EYFS Curriculum Promote high expectations of pupil achievement and behaviour Work as part of a team Help support and promote the aims and ethos of the school Communicate clearly and effectively with all those involved in the life of the school Be flexible and approachable Contribute positively to professional development activities Set an excellent example in terms of dress, punctuality, attendance and general professionalism Attend and participate in after school events and activities Be an inclusive practitioner 	<ul style="list-style-type: none"> Facilitate a collaborative approach to learning in their class and in their subject Motivate and inspire confidence in pupils, staff, parents, governors and the wider community in order to further develop and promote the school Use a creative approach to curriculum design Think creatively and imaginatively to solve problems and identify opportunities Think creatively and imaginatively to identify opportunities to impact positively on the outcomes for pupils Have lots of energy and enthusiasm!

KNOWLEDGE AND UNDERSTANDING

Essential	Desirable
<p>A person with a good knowledge and understanding of:</p> <ul style="list-style-type: none">• The Primary Curriculum and/or EYFS Curriculum• Pupil attainment and achievement in their class• Planning, record keeping and assessment in their class• Inclusion• A commitment to developing the whole child through an enriched curriculum• ICT and uses it effectively to enhance teaching and learning• Child Protection and Safeguarding procedures and legislation	<ul style="list-style-type: none">• Use of feedback to impact on pupil progress• Working in partnership with parents and outside agencies

REFERENCES

Essential
<p>Two supportive references, at least one from the current employer.</p>

**Creative and Inspirational
Teacher Required September 2018
Can you make a difference?**

