

Dorridge Primary School



Job Description – Reception Class Teacher

Name

General Duties

The education and welfare of a designated class of pupils in accordance with the requirements of the Schoolteachers' Pay and Conditions Document, 2003 (the 2003 Document), having due regard to the requirements of the National Curriculum, the school's aims, objectives, policies and schemes of work, and any policies of the Governing Body; to share in the corporate responsibility for the well being and discipline of all pupils; to promote the school's partnership with all its stakeholders.

All teachers are expected to meet the standards and role expectations commensurate with their post as defined in the Teachers' Standards Framework (DfES:/0647/2001).

Knowledge and Understanding:

- Have a detailed knowledge of the relevant aspects of the National Curriculum, Key Stage 2 and other statutory requirements.
- Have a secure knowledge and understanding of their subject – refer to Subject Leader job description.
- Understand progression and understanding of the specialist subjects they teach in Reception and Key Stage 1
- Cope securely with subject-related questions which pupils raise.
- Demonstrate that they have a thorough and up-to-date knowledge of their subject(s)/specialisms.
- Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work.

Planning and setting expectations:

- Identify clear teaching objectives, steps to success, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment ensuring that all sessions are taught at the expected levels for each year group.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Write, implement, review and keep records on Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs).
- Ensure clear links within Themes.
- Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs.
- Demonstrate consistent and effective use of information and prior attainment to gain well-grounded expectations for pupils.

Teaching and managing pupil learning:

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use learning and teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.

- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. Consistently follow the procedures outlined in the School Behaviour Policy.
- Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management.
- Ensure classroom and shared areas are positive learning environments by designing and creating stimulating displays that support teaching and celebrate learning.
- Work with colleagues to organise Year visits and visitors to create exciting learning experiences for pupils

Assessment and evaluation:

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark in line with the school marking policy and monitor pupils' work providing constructive oral and written feedback, setting targets for pupils' progress.
- Allow opportunities for children to assess their own learning and set personal targets in order to achieve further.
- Demonstrate consistent and effective monitoring of progress to give clear and constructive feedback.

Pupil Achievement:

- Establish clear targets for pupils' achievement, and evaluate progress and achievement by all pupils, including those with special educational linguistic needs.
- Use tracking data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.
- Use APP as an assessment tool in Literacy, Mathematics and Science.
- Use the Assessment Portfolio to record achievement in all other subjects.
- Use focus groups to address underachievement and misconceptions.
- Demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school based assessment for pupils where national tests and examinations are not taken.

Relations with parents and wider community:

- Prepare and present informative reports to parents – 2 Parents' Evenings and 1 End of Year written report.
- Keep a record of any other meetings with parents in the Year Leader diary.
- Note phone calls with parents in the Phone Log stored in the school office.
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real life examples.
- Understand the need to liaise with agencies responsible for pupils' welfare.

Managing own performance and development:

- Understand the need to take responsibility for their professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Understand their professional responsibilities in relation to school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct and time management.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Demonstrate responsibility for their professional development and use the outcomes to improve teaching and pupils' learning.

Managing and developing staff and other adults:

- Establish effective working relationships with all members of staff within the school.
- Promote positive relationships with voluntary helpers.
- Use Teaching and Learning Assistants to help raise standards across the school by communicating effectively.

Managing resources:

- Select and make effective use of learning and teaching resources which enable teaching objectives to be met.

Subject leadership:

- All Teachers have Subject Leadership (except NQTs) – see separate subject leadership file.

Specific duties for Reception teachers include:

- Attendance at Parent information meeting at the start of the Autumn term.
- Involvement in the Nursery to Reception transition programme