



## Job Description: Early Years Class Teacher (Reception)

<b>Job title</b>	Early Years Class Teacher (Reception)
<b>Salary Scale</b>	Main Pay Scale (M1-M3), £32,916 to £37,101 per annum
<b>Responsible to</b>	Headteacher
<b>Responsible for</b>	Early Years TAs (Reception)
<b>Purpose of Job</b>	
<ul style="list-style-type: none"> <li>To carry out the duties of a school teacher as set out by the class teacher job description and the school teachers' pay and conditions document.</li> <li>To lead a subject area within the school- desirable</li> </ul>	
<b>Context of Role</b>	
<ul style="list-style-type: none"> <li>The Early Years Class Teacher will be based in Reception and will have responsibility for one class of 15 children.</li> <li>The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.</li> <li>All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils.</li> </ul>	
<b>Reception Teacher</b>	
<p>The main responsibilities for this post are:</p> <ul style="list-style-type: none"> <li>Supporting the vision, ethos and policies of the school and promoting high levels of achievement in EYFS.</li> <li>Supporting the creation and implementation of the school development plan, particularly where it relates to EYFS.</li> <li>Provide a play-based, stimulating, relaxed classroom environment</li> <li>Ensure the Early Years frameworks are put into practice</li> <li>Evaluating the effectiveness of the provision in EYFS in close collaboration with the leadership team.</li> <li>Organising and managing teaching and learning in EYFS.</li> <li>The development and monitoring of the curriculum provision in EYFS.</li> <li>Supporting the Headteacher in the monitoring of the quality of teaching and children's achievements, including the analysis of EYFS data.</li> <li>The pastoral care of children, promoting independence and good behaviour, in accordance with school policies.</li> <li>Ensuring that parents are fully involved in their child's learning and development and well-informed about the EYFS curriculum, their child's individual targets, progress and achievement.</li> <li>Developing the use of new and emerging technologies and techniques within the classroom.</li> </ul>	
<b>Planning, Teaching, Class Management and Curriculum Development</b>	
<ul style="list-style-type: none"> <li>Setting tasks which challenge pupils and ensure high levels of interest</li> <li>Identifying SEN or very able pupils</li> <li>Providing clear structures for lessons maintaining pace, motivation and challenge</li> </ul>	

### **Planning, Teaching, Class Management and Curriculum Development**

- Making effective and best use of available time
- Maintaining good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- Select appropriate learning resource's and develop study skills through library, I.C.T. and other sources
- Ensuring the effective and efficient deployment of classroom support
- Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for Early Reading and Mathematics
- Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere and listen attentively
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

### **Strategic Leadership- desirable and/or in time**

- To lead a foundation subject area across the whole school.
- To promote and support the principle that all class-based staff are leaders of learning.
- Have high expectations of all pupils and support staff.
- Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents.
- Help develop a highly effective Early Years team through effective systems: attend regular staff meetings to ensure good communication, consistency in practice and good pupil progress.

### **Whole School/Other**

- Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.
- Be aware of and support differences and ensure that the school's equalities and diversity policies are followed.
- Show a commitment to work outside directed time when required.
- Develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.

### **Health, Safety and Discipline**

Promote the safety and wellbeing of pupils

Use the school's Behaviour Policy to manage behaviour effectively to provide a safe learning environment for all pupils

### **Safer Recruitment**

Oxfordshire Schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post involves the type of work with children and young people that requires applicants to undertake a Disclosure and Barring Service check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post. All users are considered confidentially and according to the nature of the role and information disclosed.

*The above duties are not exhaustive, and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Headteacher. This job description will be reviewed annually and may be amended at any time, to meet the changing demands of the school, following discussion between the Headteacher and member of staff.*

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools' policies and practices.



### Person Specification: Early Years Class Teacher (Reception)

	Essential	Desirable
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working across the Early Years Foundation Stage.</li> <li>• Experience of effective involvement with parents.</li> <li>• Up-to date knowledge of the baseline assessment and new early years framework</li> <li>• Good understanding of maths mastery</li> <li>• Good understanding of how to teach phonics using a synthetic phonics scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with children in KS1</li> <li>• Experience of leading a subject.</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• A relevant degree</li> <li>• Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of recent additional educational qualifications</li> <li>• Current First Aid/Pediatric First Aid certificate</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.</li> <li>• Commitment to the protection and safeguarding of children and young people</li> <li>• Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children</li> </ul>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• A thorough understanding of what constitutes <b>high</b> quality in EYFS educational provision, the characteristics of effective Early Years settings, and strategies for raising standards and outcomes for EYFS children</li> <li>• An extensive knowledge and understanding of how to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership</li> <li>• Experience of curriculum planning, assessing and recording.</li> <li>• Knowledge of statutory requirements for the end of Early Years and have experience of working with these.</li> <li>• A commitment to continuous professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to use local, national and statistics to evaluate the effectiveness of teaching.</li> <li>• Confident skills in ICT</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning within your phase</li> <li>• Have excellent communication skills with all stakeholders</li> <li>• Ability to work effectively as part of a team of staff and governors.</li> <li>• Ability to demonstrate positive and highly effective behaviour management skills</li> <li>• Good organizational and time management skills</li> <li>• A passion for learning and the ability to inspire children to reach their full potential.</li> <li>• Demonstrate a positive and professional attitude at all times</li> <li>• Flexible and keen to adapt to meet the needs of school.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to set-up, use and monitor online learning journey systems, such as Tapestry.</li> </ul>

<b>Personal Qualities</b>	<ul style="list-style-type: none"><li>• Positive, caring attitude, enthusiasm and sense of humour</li><li>• Ability to maintain confidentiality</li><li>• Commitment to personal and professional development</li><li>• Excellent interpersonal skills</li><li>• Resourceful</li></ul>	
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