Allesley Hall Primary School

Job Description – Reception Class Teacher
Reports to: Headteacher
Hours of Work: Full-time / Permanent
Level and Scale Point: Teachers Pay & Conditions – TMS / UPS in line with current Whole School Pay Policy and Teachers' Pay and Conditions Document

Job purpose

To deliver high-quality teaching and learning within the Early Years Foundation Stage, enabling all children to make good or better progress from their individual starting points. The Reception class teacher will plan and deliver a broad, ambitious and engaging EYFS curriculum, providing a balance of adult-led teaching, purposeful play and carefully planned learning experiences across all seven areas of learning and development.

The postholder will establish a safe, inclusive and nurturing environment that promotes children's independence, curiosity, communication, wellbeing and readiness for the next stage of their education. They will work collaboratively with colleagues, support staff and families, contributing positively to the ethos, priorities and wider life of Allesley Hall Primary School.

Main responsibilities

Teaching and learning

- Plan and deliver a broad, ambitious and coherent Reception curriculum in line with the EYFS statutory framework, covering all seven areas of learning and development.
- Provide a balance of adult-led teaching, guided learning and purposeful play, ensuring that learning experiences are carefully planned to develop children's knowledge, skills and understanding.
- Create a stimulating, well-organised and enabling indoor and outdoor learning environment that promotes independence, curiosity, exploration and sustained learning.
- Plan learning sequences that build on children's prior knowledge, experiences, interests and developmental needs.
- Promote the characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically.
- Develop children's communication, language, early reading, writing, mathematical understanding, physical development and personal, social and emotional development.
- Establish positive relationships and consistent routines that support children's independence, confidence, self-regulation and readiness to learn.

Pupil progress and achievement

- Ensure all pupils make good or better progress from their starting points
- Identify and address misconceptions and gaps in learning promptly
- Provide clear, constructive feedback in line with the school's feedback policy
- Use ongoing observation, professional judgement and assessment of children's learning to identify progress, misconceptions and next steps.
- Use assessment to inform curriculum planning and ensure that teaching and learning experiences meet children's individual developmental needs.
- Maintain accurate and purposeful assessment records, avoiding unnecessary documentation.
- Complete the statutory Early Years Foundation Stage Profile (EYFSP) assessment at the end of

Reception and ensure accurate reporting and transition information for Year 1.
- Work collaboratively with colleagues to support the moderation and consistency of EYFS assessment judgements.

Behaviour and wellbeing
- Establish and maintain high expectations for behaviour through positive relationships and consistent routines
- Promote pupils' wellbeing, inclusion and sense of belonging
- Contribute to a safe and supportive learning environment for all pupils

Inclusion and equity
- Identify and respond promptly to children's individual needs, including those with SEND, disadvantaged children and children who require additional support or challenge.
- Work closely with the SENCO, parents and carers, support staff and external agencies to identify and implement appropriate provision.
- Ensure that all children can access the EYFS curriculum through appropriate adaptations, targeted support and inclusive learning experiences.
- Support the development of children's communication, language, independence and social skills.

Working with others
- Establish positive and supportive partnerships with parents and carers, recognising their contribution to children's learning, development and wellbeing.
- Communicate regularly with colleagues, pupils and families regarding children's progress, achievements, development and individual needs.
- Contribute to effective transition arrangements between pre-school settings, Reception and Year 1.

Professional responsibilities
- Take responsibility for own professional development and engage in reflective practice
- Participate in performance management and professional learning opportunities
- Uphold and promote the school's policies, including safeguarding and child protection
- Maintain high standards of personal and professional conduct at all times

Wider contribution to school life
- Contribute positively to the wider life of the school
- Support school improvement priorities as directed by the Headteacher
- Undertake additional responsibilities appropriate to the role

Safeguarding
- Safeguarding and promoting the welfare of children is a shared responsibility
- Promote children's personal, social and emotional development, supporting the development of positive relationships, emotional regulation, independence and self-care.
- The successful candidate will be expected to uphold the school's safeguarding policies and procedures at all times

Accountability
- The postholder is accountable to the Headteacher

- This job description may be reviewed periodically in consultation with the postholder

Note: Notwithstanding the details in this job description, in accordance with the flexibility policy, the job holder will undertake such duties, across the school, as maybe determined by the Headteacher from time to time up to or on a level consistent with the principal responsibilities of the job.

The teacher will be required to safeguard and promote the welfare of children and young people, and follow all school policies and the staff code of conduct.

Date of issue: …….

Signature of Post holder ……

Signature of Headteacher ……