



REDDAM HOUSE BERKSHIRE JOB DESCRIPTION JUNIOR SCHOOL RECEPTION TEACHER

Reddam House prides itself on the quality of its teaching staff and the management of the teaching process per se. It avows that it employs only “outstanding teachers”, who are specialists in their fields.

Expectations of teaching staff

From the criteria set out in the person specification, it may be inferred the expectations of performance Reddam House seeks from its teachers. It is important that these expectations relate to the realities of the work of a teacher; this cannot be reduced to a finite list of duties.

Teachers take on a number of roles. Most teachers play several of them, sometimes, if rarely, consecutively, at others, and more often, concurrently. This variety is what gives the job its fascination and its interest. Individuals are required to use their discretion to interpret what is written down in a way meaningful to the role to which they have been appointed. They also have to accept that they may be required to take on additional reasonable extra duties at the request of the Head.

This method of outlining expectations incorporates the values Reddam House expects staff to hold, the responsibilities they bear and the tasks they undertake.

A teacher at Reddam House Berkshire (at whatever level) accepts that in her or his role she or he is expected:

- To promote the school's consciously expressed culture;
- To espouse the fact that it is an independent school with a significant boarding section;
- To acknowledge that the early learning, junior and senior sections constitute one school;
- To act, like everyone else, as a teacher of English;
- To be a fluent user of digital technology, to advance and enhance teaching and learning;
- To use differentiation in his/her teaching, enabling all students to reach the highest standards;
- To be sensitive to the complexity of the relationships that pertain to the school;
- To be sensible about expenditure;
- To behave appropriately within and without school;
- To accept that he or she bears, as does everyone else connected to the School, responsibility for marketing it.

He or she must be committed to the fulfilment of the School's strategic intents:

- a) In academic matters, to foster and communicate a culture of high expectations, focused on teaching and learning;
- b) In pastoral matters, to ensure that each student is given the individual attention she or he requires;
- c) To recognise that we all in some ways exercise leadership responsibilities; to ensure that any formal leadership or managerial responsibilities he or she holds are fulfilled in such a way that the School's aims are promoted;
- d) To develop one's professional expertise as fully as possible;
- e) To contribute to making the School welcoming and accessible to the wider community;

- f) To ensure that the resources used in teaching and learning are as good as they can be within the bounds of affordability.

Co-curricular expectations

Further to this, every member of staff has some responsibility towards the provision of co-curricular activities, which are a central feature of a Reddam House education. Each member of staff is also responsible for ensuring that students' behaviour is appropriate and as good as it can be. It is very important that we are all positive about the benefits that membership of our diverse community of students brings to every member of our community.

Teacher of Reception

Reporting to the Head of Junior School, the main focus of the role will be:

Academic responsibilities

- To be an outstanding classroom practitioner, using a variety of methods and techniques to engage, motivate, support and challenge students;
- To have an excellent rapport with students and be involved in the pastoral care of the school;
- To ensure that lessons are well-planned with the schemes of work for each course;
- To know students well and have an understanding of prior learning and progression needs;
- To set high expectations for the achievement of their students;
- To set and assess work in line with the School's and the EYFS assessment policy, providing positive and meaningful feedback which enables students to improve;
- To monitor students' performance aiming continually to raise their levels of achievement;
- To report accurately and honestly on progress in line with the School's reporting schedules;
- To contribute to the raising of professional standards in the foundation stage; including the development of curriculum and schemes of work, keeping abreast of new developments and research and the sharing of good practice;
- To participate in the wider life of the School, including trips, activities and extra-curricular activities;
- To fulfil administrative duties in both an efficient and effective manner;
- To supervise and, where possible, teach students whose teacher is not available, as well as invigilating examinations.

Additional Duties and Responsibilities

- to have a working knowledge of teachers' professional duties, legal liabilities and responsibilities;
- to have a working knowledge of all relevant Policies and Procedures;
- to establish effective working relationships with professional colleagues and other staff, as appropriate;
- to be committed to ensuring that every student is given the opportunity to achieve their potential and meet the high expectations set for them;
- To observe and manage all Health and Safety requirements to maintain a safe environment for students, colleagues and parents.

This job description is not intended to be all-embracing, and the post holder shall be required to carry out any other duties as directed by their line manager, commensurate with training and experience.

The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Safeguarding Policy (including Child Protection Procedures) at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or home, s/he must report any concerns to the School's Designated Safeguarding Lead so that a referral can be made accordingly to the relevant third party services.

Signed: (Post Holder)

Name:

Date:

Signed: (Line Manager)

Name:

Date:



REDDAM HOUSE BERKSHIRE JUNIOR SCHOOL RECEPTION TEACHER PERSON SPECIFICATION

	Essential	Desirable
Qualifications and Experience		
• Excellent academic qualifications to include a good honours degree	x	
• PGCE, QTS or equivalent	x	
• Demonstrated expertise in their subject area, having undertaken professional development activities	x	
• An accomplished manager and administrator, skilled in the use of IT	x	
• Excellent knowledge of the EYFS curriculum	x	
• Experience of the Reggio Emilia philosophy		x
• Potential to offer subject expertise in the Junior age range		x
Skills and Personal Qualities		
• An exceptional rapport and empathy with children, shown by treating them with dignity	x	
• A belief in valuing each student and responding to their needs	x	
• Ability to work with initiative, as an individual and as a team member	x	
• Ability to build good relationships with students and colleagues	x	
• Strong interpersonal and communication skills.	x	
• Capacity for working under pressure	x	
• Resilience and a sense of humour	x	
• Dynamic personality with a professional demeanour that creates a nurturing educational environment	x	

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed. The appointment is subject to an enhanced Disclosure and Barring Service (DBS) check for regulated activity and overseas checks.