



## KNIGHTSBRIDGE SCHOOL

### Reception Class Teacher (Maternity) Job Description

#### Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Leadership Team.

#### Responsibilities

##### **1. Planning**

- (a) Plan and prepare lessons following the Foundation Stage guidance to achieve progression in children's learning;
- (b) Identify clear teaching and learning objectives and specify how they will be taught and assessed;
- (c) Set tasks, including homework, which challenge children and ensure a high level of interest;
- (d) Set appropriate and demanding expectations for children's learning, motivation and presentation of work;
- (e) Set clear targets building on prior attainment;
- (f) Individual Education Plans (IEPs) and the requirements of the Special Educational Needs (SEN) Code of Practice;
- (g) Make effective use of assessment information when planning lessons;
- (h) Take account of children's needs by providing structured learning opportunities which develop the areas of learning identified in national, local and school policies and particularly the foundations for English and Maths;
- (i) Ensure effective coverage of programmes of study and schemes of work in line with the provision of the Foundation Stage;
- (j) Plan opportunities to contribute to children's development in the Prime and Specific areas of learning, with an emphasis on Literacy and Maths skills. Ensure the efficient and effective deployment of classroom support, e.g. Teaching and Learning Assistants;
- (k) Complete planning as required by the SLT.

##### **2. Teaching and Class Management**



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- (a) Establish and maintain a safe environment and a purposeful working atmosphere which supports learning and in which children feel secure and confident;
- (b) Organise and develop the EYFS learning environment and resources to facilitate the learning process;
- (c) Set high expectations for children's behaviour, establishing and maintaining a good standard of discipline through well-focussed teaching and through positive and productive relationships;
- (d) Maintain discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- (e) Provide clear structures for lessons maintaining pace, motivation and challenge;
- (f) Use a variety of teaching methods to:
  - (i) structure information well, including outlining content and aims and summarising key points as the lesson progresses;
  - (ii) instruct, demonstrate and give accurate, well-paced explanations using appropriate vocabulary;
  - (iii) use effective questioning, listen carefully to children, give attention to errors and misconceptions and deliver engaging and interesting lessons;
  - (iv) match approach to the content and the children;
  - (v) as a vehicle for learning, provide planned adult intervention, first-hand experience and play and talk;
- (f) Select appropriate learning resources and develop study skills through library, ICT and other sources;
- (g) Ensure children acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- (h) Critically evaluate teaching to improve effectiveness;
- (i) Encourage children to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.

### **3. Monitoring, Assessment, Recording and Reporting**

- (a) Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- (b) Mark and monitor children's work regularly and set targets for progress;
- (c) Assess, record and track children's progress systematically and keep accurate records cross referenced to the learning journeys;
- (d) Undertake assessment of children as requested by school procedures e.g baseline and termly assessments;
- (e) Maintain EYFS profiles and records of achievement;
- (f) Prepare and present informative reports to parents;



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- (g) Communicate regularly and effectively with parents with regard to their child's progress;
- (h) Fulfil the requirements of the school's Assessment Policy.

### **4. Curriculum Development**

- (a) Develop plans which identify clear targets and success criteria for its development and/or maintenance;
- (b) Contribute to whole school planning activities including working with the Head of Foundation Stage and other teachers on the preparation and development of Schemes of Work, teaching materials and pastoral arrangements.

### **5. Professional Requirements, Standards & Quality Assurance**

- a) As required, take lead responsibility for a subject or aspect of the school's work;
- b) Take responsibility for a class and become a Class/Form Teacher;
- c) Display enthusiasm, understanding and commitment to ensure the children's experiences are positive and underpin their educational lives;
- d) Attend and contribute purposefully to the life of the school through effective participation in morning briefings, staff meetings, departmental meetings, regular staff meetings and through the use of the management systems necessary to coordinate the management of the school;
- e) Attend school events and functions, e.g. Parents' Evenings, as required;
- f) Be proactive in matters relating to health and safety;
- g) Behave and dress in an appropriately professional manner and set a good example through personal presentation and personal and professional conduct;
- h) Build effective and professional working relationships with children, staff, parents and visitors;
- i) Contribute to the school's Development Plan;
- j) Co-operate closely with colleagues in the delivery of the curriculum;
- k) Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- l) Have a working knowledge of teacher's professional duties and legal liabilities;
- m) Have good numeracy and computer skills;
- n) Have good spoken and written communication skills;
- o) Keep parents appropriately informed about the curriculum;
- p) Liaise effectively with parents, Advisors and Directors as necessary;
- q) Operate at all times within the stated policies and practices of the school;



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- r) Research and avail oneself of training and development opportunities and regularly attend Continuous Professional Development (CPD) sessions, taking responsibility for their own professional development and duties in relation to school policies and practices;
- s) Support the aims, ethos and purpose of the school and ensure the school achieves these effectively;
- t) Take part in the school's annual appraisal programme;
- u) In addition, carry out other duties as reasonably required by the Head.