



St Richard's RC Primary School
Job Description: Reception Lead Teacher



Salary Scale: Main Pay Scale / Upper Pay Scale plus TLR2a

Responsible to: Early Years Phase Leader and Headteacher

Responsible for: All Early Years Practitioners in Reception classes

Purpose of Job:

To carry out the duties of a school teacher as set out by the school's class teacher job description and the school teachers' pay and conditions document, whilst adhering fully to the Teachers' Standards.

Context of Role:

The Reception Lead Teacher will be based as a full time teacher in one of our two Reception classes, within the EYFS department. The Reception Lead Teacher will be second in the EYFS department and will deputise for the EYFS Lead when required.

Year Group/Phase Responsibilities:

The Reception Lead Teacher will be responsible for:

Maintaining and developing the Catholic ethos of the Reception classes

Maintaining and developing high professional standards and the development of expertise across Reception.

Helping to write and implement the school improvement plan, particularly as it relates to Reception and EYFS.

Supporting newly and recently qualified teachers and Early Career Teachers in Reception.

Evaluating the effectiveness of the provision in Reception in close collaboration with the EYFS Phase leader and the Senior Leadership Team.

Organising and managing teaching and learning in Reception in accordance with our current EYFS Policy and Procedures

Developing, implementing and monitoring curriculum provision in Reception

Ensuring that parents are fully involved in their child's learning and development and are well-informed about the Reception curriculum as well as their child's progress and achievements by devising and delivering face to face information sessions and by preparing and presenting informative reports to parents.

Developing the use of new and emerging technologies and techniques within the classroom.

Identifying clear teaching objectives and sequences of learning, specifying how they will be taught and assessed.

Setting activities which challenge pupils and ensure high levels of engagement

Setting appropriate and demanding expectations

Setting clear targets, building on prior attainment

Providing clear structures for lessons, maintaining motivation and challenge

Maintaining good conduct and learning behaviours in accordance with the school's procedures and expectations

Evaluating own teaching critically in order to improve effectiveness

Ensuring the effective and efficient deployment of teaching assistants and any other 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 English and Mathematics

Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and purposeful play and talk as vehicles for learning.

Monitoring, Assessment, Recording, Reporting:

Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching, providing feedback for pupils using the school's adopted systems.

Assess and record pupils' progress systematically and keep records to check learning is understood and completed, monitor strengths and weaknesses, inform planning and identify the level at which the pupil is achieving

Supporting the Headteacher, SLT and EYFS Phase Leader in the monitoring of the quality of teaching and children's achievements, including analysis of Reception Baseline and end of EYFS data.

Strategic Leadership:

To lead a subject area or aspect across the whole school.

To promote and support the principle that all class based staff in Reception are leaders of learning.

To have high expectations of all pupils, teachers and support staff.

To think creatively and imaginatively in order to anticipate and solve problems and identify opportunities.

To liaise with staff to ensure smooth transition from one phase to another (Nursery to Reception and Reception to KS1), including co-ordination of the handover of relevant documents.

To assist the EYFS Phase Leader in the development of a highly effective Early Years team through maintaining and developing effective systems

To attend regular staff and phase meetings in order to ensure good communication, consistency in practice and good pupil progress.

Whole School/Other responsibilities:

To be aware of and comply with policies and procedures relating to child protection and safeguarding, health and safety, confidentiality and data protection and report all concerns to an appropriate person.

To be aware of and support difference and ensure that the school's equalities and diversity policies

To contribute to and provide evidence for the school's Self-Evaluation Summary.

To contribute activities as required to support the implementation of the School Improvement Plan.

To develop personally and professionally through reflection and development of own practice through professional development programmes and own reading/study, keeping up to date with new initiatives.

The above duties and expectations 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.