



HATFEILD PRIMARY SCHOOL | A PLACE TO GROW

EYFS Class Teacher

Job description

Post information

Post: EYFS Class Teacher (Reception or Nursery, as allocated)

Responsible to: Executive Head and Head of School, through the agreed school leadership structure

Working with: EYFS lead and colleagues, teaching assistants, SENCO, ARP staff, families and external professionals

Salary and contract: As specified in the vacancy advertisement and appointment documents

Our vision and values

A Place to Grow.

At Hatfeild Primary School, we believe that every child deserves to feel happy, safe, valued and supported to achieve their full potential. We nurture the whole child through positive relationships, high expectations and a caring learning environment where every child has the opportunity to FLOURISH.

Inclusion is at the heart of everything we do. We celebrate the uniqueness of every child and believe that all children have the right to an ambitious, accessible and inclusive education. At Hatfeild, every teacher is a teacher of SEND. We expect all staff to take responsibility for meeting the needs of every learner through high-quality teaching, appropriate adaptations and personalised support, ensuring that no child is limited by their individual needs or starting points.

Our FLOURISH vision and STRIVE values guide our daily practice, helping us to build positive relationships, develop independence, foster a love of learning and create a school community where every child has the opportunity to succeed and thrive.

Purpose of the role

To provide excellent teaching, care and inclusive provision for children in the Early Years Foundation Stage, creating a safe, ambitious and nurturing environment in which every child belongs, develops independence and makes strong progress. The teacher will contribute to Hatfeild's whole-school priorities and work collaboratively with colleagues and families.

Teaching, curriculum and provision

- Plan and teach a broad, ambitious and engaging EYFS curriculum in line with the statutory EYFS framework, school curriculum and agreed policies.
- Balance purposeful play, adult-guided learning, direct teaching and carefully planned continuous provision, indoors and outdoors; develop stimulating learning opportunities.

- Build secure foundations in communication and language, early reading, phonics, writing and mathematics; deliver Read Write Inc. phonics and other agreed approaches with fidelity and professional judgement.
- Use modelling, high-quality adult-child interaction, questioning, talk and appropriately adapted scaffolds to make learning accessible and challenging for all.
- Explicitly teach routines, positive learning behaviours and independence, ensuring that children can access resources and take increasing responsibility for their learning.
- Provide well-organised, safe and inviting learning areas and purposeful resources reflecting children's interests, development and individual needs.

Assessment, progress and transition

- Observe children and use formative assessment to identify starting points, misconceptions, next steps and the impact of teaching without generating unnecessary paperwork.
- Complete statutory and school assessments, including the Reception Baseline Assessment and the EYFS Profile where relevant; participate in moderation and pupil-progress discussions.
- Identify children who may need additional support or greater challenge promptly, evaluate the impact of adaptations and contribute to the graduated approach.
- Work with Nursery, Reception, Year 1 and ARP colleagues to support smooth entry, transition and curriculum continuity.

Inclusion, SEND and wellbeing

- Maintain ambitious expectations for every child, including disadvantaged pupils, children with SEND, pupils with EAL and children accessing or transitioning between mainstream and the ARP.
- Implement ordinarily available provision, individual support plans and agreed professional advice; work closely with the SENCO, ARP team, parents and external agencies.
- Create an emotionally secure, predictable and nurturing environment; support communication, emotional regulation, positive relationships and the school's STRIVE values.
- Use observations rather than diagnostic labels and follow school procedures when concerns about development, wellbeing or learning arise.

Safeguarding and professional responsibilities

- Promote children's safety and welfare at all times; follow the school's safeguarding, child protection, online safety, health and safety and information-sharing procedures.
- Record and report concerns promptly using the school's agreed systems and seek advice from the designated safeguarding lead when required.
- Fulfil the Teachers' Standards, maintain professional conduct and confidentiality, and uphold equality, accessibility and the school's inclusive ethos.
- Maintain appropriate supervision, risk assessment and safe practice in indoor, outdoor and off-site learning.

Teamwork, families and school community

- Plan, communicate and deploy teaching assistants and other adults effectively; ensure all adults understand learning intentions, adaptations and when to increase or reduce scaffolding.
- Build positive, respectful partnerships with parents and carers; share children's achievements, development and practical ways to support learning at home.
- Contribute to home-school transition, family workshops, open events, visits and the school's community engagement as appropriate.
- Collaborate with colleagues, participate in professional development, contribute to agreed monitoring and school improvement, and undertake a curriculum responsibility where agreed.

General

This description sets out the main responsibilities of the post and may be reviewed following consultation. Duties will be consistent with the applicable School Teachers' Pay and Conditions Document, Teachers' Standards and school policies and guidelines.