



Job Description

This job description and person specification set out the responsibilities of the Reception Class Teacher role and the qualities we are looking for. Please explain how you meet the essential criteria in your application, using examples. Desirable criteria may strengthen an application but are not requirements for appointment.

Post	Reception Class Teacher
Contract	Permanent, full-time
Salary	Main Pay Range (M1–M6)
Reporting to	Headteacher
Class	Reception (Early Years Foundation Stage)

Safer recruitment

Appointment is subject to satisfactory pre-employment checks, including an enhanced DBS check with children's barred list information, references, and verification of qualifications and eligibility to work.

The role involves regulated activity with children. It is an offence for a person barred from this activity to apply.

In line with KCSIE, we will carry out online searches on shortlisted candidates. This post is exempt from the Rehabilitation of Offenders Act 1974, so applicants must declare any convictions or cautions that are not 'protected' under the DBS filtering rules.

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

1. About the role

At St Laurence, our Christian vision, "Love one another" (John 13:34), and our values of Trust, Creativity and Wisdom shape how we learn and work together. We want every child to feel known, valued and included, and to experience teaching that helps them achieve well.

We are looking for a teacher who builds warm, positive relationships with children and families, has high expectations for our youngest learners, and understands how young children learn through skilful teaching, play and exploration, so that every child gets off to a strong start at school.

The role is carried out in accordance with the Teachers' Standards, the applicable School Teachers' Pay and Conditions Document, the Early Years Foundation Stage (EYFS) statutory framework, current Keeping Children Safe in Education guidance and relevant school policies.

2. Job purpose

- Take responsibility for the teaching, learning and care of the Reception class, placing children's education and wellbeing at the centre of your work.
- Give children a strong start to school through high-quality, inclusive teaching across the EYFS, with high expectations of every child.
- Work closely with colleagues and families, including our Nursery and Year 1 teams, so that children settle happily into school and move on confidently.
- Promote children's health, safety and wellbeing, meeting the EYFS safeguarding and welfare requirements both on and off site.
- Work within relevant legislation, school policies and Local Authority procedures.

3. Statutory framework

The main statutory teaching duties are outlined in the following:

- School Teachers' Pay and Conditions Document (STPCD)
- Teachers' Standards
- Keeping Children Safe in Education (KCSIE)
- Early Years Foundation Stage statutory framework for group and school-based providers
- Early Years Foundation Stage Assessment and Reporting Arrangements (ARA), including the Reception Baseline Assessment and EYFS Profile
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years

4. Teaching and learning

- Plan and teach a well-sequenced curriculum across the seven areas of learning, building on what children already know and preparing them well for Year 1.
- Give priority to communication and language and to personal, social and emotional development, recognising how much all other learning depends on them.
- Teach early reading through the school's validated systematic synthetic phonics programme, following it closely so that every child keeps up.
- Build strong foundations in early mathematics, including a deep understanding of number.
- Balance adult-led teaching with purposeful child-initiated learning, through well-planned continuous provision indoors and outdoors.
- Explain and model new knowledge, vocabulary and skills carefully, and extend children's thinking through skilful interaction, questioning and play.
- Maintain high expectations for every child. Provide appropriate challenge and adapt teaching, resources and support in response to children's starting points and needs.
- Establish clear, consistent routines and help children learn to manage their feelings and behaviour, using positive, relational approaches in line with the school's behaviour policy.
- Develop children's confidence, independence and the characteristics of effective learning: playing and exploring, active learning, and creating and thinking critically.
- Work with the SENCO, families and outside agencies to identify needs early and support children with SEND, including those with education, health and care plans. Implement and review agreed support and reasonable adjustments.
- Meet the needs of children with different experiences and backgrounds, including those learning English as an additional language and those who need further challenge.
- Provide a purposeful, organised, accessible and stimulating learning environment, indoors and outdoors, that supports learning and celebrates children's work.
- Work closely with early years practitioners and support staff, sharing learning priorities and guiding their interactions so that every adult helps children learn and become more independent.

5. Assessment, recording and reporting

- Use observation, interaction and assessment during learning to understand what children know and can do, identify gaps and plan the next steps in learning.
- Carry out the statutory Reception Baseline Assessment within the first six weeks of children starting school.
- Complete the EYFS Profile at the end of the Reception year, take part in moderation, and share outcomes with parents and Year 1 colleagues.
- Take responsibility for reviewing children's progress and the impact of teaching, working with colleagues to address barriers and agree appropriate support.
- Keep assessment and records accurate and proportionate, so that they inform teaching without taking adults away from time with children, and contribute to pupil progress discussions.

- Communicate clearly and sensitively with parents and carers about their child's learning, progress and wellbeing, including through reports and parent meetings.

6. Curriculum knowledge and understanding

- Maintain secure, up-to-date knowledge of the EYFS framework, the areas of learning and how children's learning develops from Nursery into Key Stage 1.
- Promote strong early language, reading, writing and mathematics across all areas of learning, including rich vocabulary and accurate spoken English.
- Evaluate teaching approaches and resources thoughtfully, drawing on professional learning, early years research and agreed school practice.

7. Professional standards

- Act with honesty, integrity and professionalism, maintaining appropriate boundaries and respecting confidentiality.
- Build constructive relationships with colleagues and families, communicating respectfully.
- Contribute to agreed school improvement priorities and the review of curriculum practice and school policies.
- Use technology appropriately to support teaching, learning and professional communication.

8. Professional development

- Reflect on your teaching, respond constructively to feedback, take part in appraisal and relevant professional development, and apply new learning to improve classroom practice.
- Seek advice and specialist support when needed, sharing ideas and learning with colleagues.

9. Safeguarding and welfare

- Read and understand Part One of the current Keeping Children Safe in Education guidance and other sections relevant to the role, and follow the school's safeguarding and child protection policies.
- Recognise possible signs of abuse, neglect and other safeguarding concerns, including online risks, and report and record concerns promptly through the school's agreed procedures.
- Work with the designated safeguarding lead and relevant colleagues to support children, contributing to agreed safeguarding actions and child protection plans as required by your role.
- Complete required safeguarding training and updates, maintain professional curiosity and listen carefully to children.
- Follow procedures for reporting concerns about adults, including low-level concerns, and use whistleblowing procedures where appropriate.
- Act as key person for children in the class, as the EYFS requires, helping each child settle and making sure their needs are known and met.
- Meet the EYFS safeguarding and welfare requirements, including supervising children while they eat, managing allergies and medical needs, and following the school's intimate care policy.
- Hold, or be willing to obtain, a paediatric first aid certificate so that the school meets EYFS first aid requirements.

10. Other duties

- Support the school's Christian vision and values and contribute to collective worship and other school activities in line with agreed arrangements.
- Attend staff meetings and briefings and undertake allocated break supervision within agreed working arrangements.
- Lead the transition into Reception, including welcome meetings for new families, visits to children at home or in their current setting as agreed, and close liaison with our Nursery and other early years settings. Support a smooth move into Year 1.

- Plan and lead appropriate educational visits for the class, following school procedures and completing relevant risk assessments.
- Lead a curriculum subject, as agreed with the Headteacher, or work alongside an established subject leader while developing in the role. Subject leadership includes keeping the curriculum up to date, monitoring its quality and supporting colleagues.
- Work alongside colleagues leading the EYFS and other curriculum subjects to implement the agreed curriculum.
- Follow health and safety and data protection requirements, including the UK GDPR, and use school systems responsibly.
- Undertake other reasonable duties appropriate to a class teacher role, as agreed with the Headteacher and consistent with the applicable pay and conditions framework.
- Working arrangements will reflect contractual hours and statutory entitlements, including planning, preparation and assessment time.

This description sets out the main responsibilities of the role; it is not an exhaustive list of every task.

11. Review and signatures

This job description will be reviewed in consultation with the post holder as part of appraisal or when circumstances require. Any proposed changes will be discussed with the post holder and remain appropriate to the role and contractual terms.

Name	Job title	Signature	Date
	Headteacher		
	Reception Class Teacher		