

Postholder:	_____
Post Title:	Reception Teacher
School:	The Grange Community Primary School

Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

‘The Grange Way’

‘The Grange Way’ is to be a set of only five ‘child friendly’ statements which are posted in classrooms, appear in the children’s books, and regularly feature in PSHE lessons and in assemblies.

I smile and say hello

I listen to learn

I care for everyone and everything

I keep healthy and have a positive attitude

I work hard and challenge myself

Health and Safety

You have a responsibility under Health & Safety legislation to ensure that you;

- Take reasonable care for your own health & safety and that of others affected by what you do or do not do
- Co-operate on all issues involving health & safety
- Use work items provided for you correctly, in accordance with training and instruction given
- Do not interfere with or misuse anything provided for your health, safety, or welfare
- Report any health & safety concerns to your manager as soon as practicable
- Complete risk assessments where appropriate and share with the staff involved and have it signed off by the Headteacher

Safeguarding

The Grange Community Primary School is committed to safeguarding children. All staff must be dedicated to ensuring the safety and well-being of children. The post-holder is responsible for ensuring that all child protection policies are adhered to, and concerns raised in accordance with these policies.

Job Description: Reception Teacher

School: The Grange Community Primary School, Banbury

Salary: MPS (dependent on experience)

Contract: Full-time, permanent

Responsible to: Headteacher / DHT

Purpose of the Role

To deliver high-quality teaching and learning within the Early Years Foundation Stage (EYFS), ensuring all children make excellent progress from their starting points.

Main Duties and Responsibilities

1. Teaching and Learning

- Plan and deliver engaging, high-quality learning experiences in line with the EYFS framework
- Create a stimulating, purposeful indoor and outdoor learning environment
- Ensure all pupils are supported, challenged, and inspired to achieve their best
- Use a range of teaching strategies to meet the needs of all learners

2. Assessment and Progress

- Observe, assess, and record children's progress in line with EYFS expectations
- Use assessment effectively to inform planning and next steps
- Track pupil progress and identify and address gaps promptly
- Maintain accurate and up-to-date records

3. Behaviour and Wellbeing

- Establish a safe, nurturing, and inclusive classroom environment
- Promote positive behaviour in line with the school's behaviour policy
- Support pupils' social, emotional, and mental wellbeing
- Build positive relationships based on trust and respect

4. Professional Responsibilities

- Work collaboratively with colleagues, support staff, and leaders
- Communicate effectively with parents and carers
- Contribute to staff meetings, training, and whole-school initiatives
- Uphold the values and ethos of The Grange Community Primary School
- Engage in continuous professional development

General Responsibilities

- Safeguard and promote the welfare of all pupils
- Follow all school policies, including safeguarding, health and safety, and equality
- Carry out any additional duties as reasonably directed by the Headteacher

Safeguarding Statement

The Grange Community Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS check will be required for the successful candidate.

Equal Opportunities

We are committed to creating a diverse and inclusive environment and welcome applications from all suitably qualified candidates.

- **Person Specification**

Category	Essential Criteria	Desirable Criteria
Qualifications & Training	Qualified Teacher Status (QTS) Evidence of relevant professional development	Early Years specialism or additional EYFS training Leadership training or NPQ (or working towards)
Experience	Experience of teaching within EYFS Experience in planning and delivering high-quality lessons Experience of assessing pupil progress and using this to inform next steps	Experience of leading a subject, phase, or initiative Experience of contributing to school improvement Experience of working across different key stages or settings
Knowledge & Understanding	Strong knowledge of the EYFS framework and child development Understanding of early reading and phonics Knowledge of effective teaching and learning strategies Understanding of assessment for learning Knowledge of safeguarding requirements	Knowledge of curriculum design and progression in EYFS Understanding of leading and improving teaching and learning Awareness of current educational research and best practice
Skills & Abilities	Ability to plan and deliver engaging, inclusive lessons Strong classroom organisation and behaviour management Ability to use assessment to support pupil progress Excellent communication and interpersonal skills Ability to work effectively as part of a team Good organisational and time management skills	Ability to lead, motivate, and support colleagues Ability to analyse data and contribute to improvement planning Confidence in supporting or coaching staff
Personal Qualities	Passion for achieving the best outcomes for children Reflective and committed to continuous improvement Positive, proactive, and resilient attitude High expectations of all pupils Commitment to the school's values and ethos	Ambition to develop into (or further develop as) a leader Willingness to take initiative and lead aspects of school life Commitment to wider school contribution (e.g. clubs, events)
Leadership (TLR applicants)	Demonstrates potential for leadership Ability to work collaboratively in a shared leadership model (0.4 / 0.6)	Proven impact in a leadership or middle leadership role Experience of monitoring, evaluating, and improving provision