

Job Description:

POSITION	Early Years (Reception) Class Teacher <i>With the potential for Phase Leadership (Nursery – Reception) for an exceptional and suitable candidate</i>
REPORTS TO	Head of Boardman (With responsibility for Nursery – Year 4)
CONTRACT TYPE	Full Time (Fixed term)

Job Specification – Early Years (Reception) Class Teacher

The Role

We are seeking an inspiring, nurturing and highly skilled Early Years (Reception) teacher with an excellent understanding of child development and a deep commitment to the principles of the Early Years Foundation Stage (EYFS). The successful candidate will create an enriching, play-based learning environment where every child feels valued, supported and empowered to explore, discover and thrive.

You will plan and deliver high-quality, imaginative learning experiences that celebrate curiosity, encourage independence and respond thoughtfully to children's individual needs and interests. With a passion for early childhood education and a commitment to outstanding practice, you will model creativity, resilience and reflective learning for the children in your care.

For candidates with appropriate experience and leadership potential, there may be the opportunity to take on Phase Leadership responsibility across Nursery – Reception, supporting curriculum development, team collaboration and progression across the Early Years.

Beyond the classroom, you will play an active role in the vibrant life of Beachborough, working closely with colleagues and families to maintain a warm, engaging and aspirational Early Years community.

Overview of Responsibilities

Support for Pupils

- Take responsibility for a Reception class, delivering a full timetable (with appropriate PPA) and maintaining the highest standards of planning, assessment, reporting and pastoral care.
- Observe, assess and record children's progress, setting personalised targets and sharing information meaningfully with parents and children.
- Plan responsive, engaging and developmentally appropriate learning experiences aligned with EYFS principles and early Key Stage 1 progression.
- Use modelling, scaffolding, quality interactions and play-based, hands-on approaches to support and stretch all learners.
- Create a safe, inclusive and stimulating learning environment that encourages confidence, independence and joy.
- Promote positive behaviour using a reflective, restorative approach that supports emotional regulation and wellbeing.

- Embed the school's **CREATE skills**—communication, reflection, empathy, adaptability, tenacity and engagement—within daily routines and learning opportunities.
- Participate actively in coaching, mentoring and professional dialogue to continue refining excellent practice.
- Keep up to date with current EYFS research, curriculum developments and high-quality early years pedagogy.
- Prepare assemblies, class events and celebrations that showcase children's learning.
- Develop a purposeful, well-organised classroom environment with high-quality provision, working walls and accessible resources.
- Lead parent consultations and share progress clearly, collaboratively and supportively.
- Contribute to curriculum development within the Early Years phase, ensuring breadth, creativity and progression.
- Organise and accompany children on educational visits and experiences that enrich learning.
- Prioritise every child's wellbeing, individuality and future potential in all decisions.

Support for Families

- Build positive, trusting relationships with parents and carers to create strong home–school partnerships.
- Communicate regularly and professionally about children's learning, social development and wellbeing.
- Lead workshops and information sessions that help families understand the EYFS curriculum and approaches to learning.
- Support parents in recognising the value of play, exploration and enquiry within Early Years education.

Support for Colleagues

- Contribute positively to a collaborative team culture, supporting planning, reflection and innovation.
- Work effectively with teaching assistants and support staff, enabling them to play a meaningful role in children's learning.
- Share expertise, celebrate effective practice and promote constructive professional dialogue.
- Support colleagues across the Early Years phase to ensure continuity, high standards and a shared vision for learning.

Support for the School

- Uphold and promote the ethos, values and vision of Beachborough School.
- Demonstrate a secure understanding of, and full commitment to, safeguarding and school policies.
- Support whole-school initiatives and collaborate effectively with the Senior Leadership Team.
- Engage enthusiastically in professional development opportunities and contribute to our culture of reflective practice.
- Attend INSET and participate fully in the wider life of the school.
- Take an active role in extracurricular activities, events and celebrations.
- Represent the school positively at open days, tours and marketing events.
- Carry out any reasonable task requested by the Head of Boardman or the Head.

SAFEGUARDING

At Beachborough, safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children.

In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred, this means that they should consider, at all times, what is in the **best interests** of the child.

The post holders **must** adhere to and ensure compliance with the school’s Safeguarding and Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to the DSL.

Equal opportunities

Beachborough School is an equal opportunities employer and welcomes applications from appropriately qualified persons regardless of gender, marital status, sexual orientation, race, ethnic origin, colour, nationality, religion, disability, or age. Candidates will be assessed against relevant criteria only (i.e., skills, qualifications, abilities, experience) in selection and recruitment.

In accordance with the Disability Discrimination Act, Beachborough School seeks to treat those with disabilities as favourably as those without disabilities. It will make reasonable arrangements, wherever practicable, to avoid putting those with disabilities at a disadvantage.

Person Specification

Area	Essential	Desirable
QUALIFICATIONS	<p>Recognised and relevant teaching qualification (e.g., PGCE, QTS).</p> <p>Strong understanding of EYFS pedagogy and early childhood development.</p>	<p>Evidence of ongoing professional development.</p> <p>Additional qualifications in Early Years, Child Development or Enquiry-Based Learning.</p> <p>Leadership experience or training (for the Phase Leader role).</p>
EXPERIENCE	<p>Successful teaching experience within Reception or EYFS (or KS1 with strong EYFS understanding).</p> <p>Experience planning creative, high-quality, play-based learning.</p> <p>Experience using formative assessment to support responsive teaching.</p> <p>Understanding of play-based, enquiry-led and child-centred learning.</p> <p>Evidence of reflective practice and professional ambition.</p> <p>Understanding of pupil wellbeing and the importance of emotional development.</p>	<p>Experience in an independent school setting.</p> <p>Experience leading events, workshops or parent engagement sessions.</p> <p>Experience supporting colleagues or contributing to phase development.</p>

	Awareness of current educational research and thinking.	
KNOWLEDGE AND UNDERSTANDING	<p>Strong knowledge of EYFS principles and progression into Key Stage 1.</p> <p>Ability to inspire children through high-quality teaching.</p> <p>Experience of assessment, monitoring and reporting.</p> <p>Secure understanding of safeguarding, SEND and statutory responsibilities.</p> <p>Ability to build positive relationships with children, families and colleagues.</p> <p>Strong communication and IT skills.</p>	<p>Understanding of statutory responsibilities for Equality, Health & Safety.</p> <p>Experience developing community partnerships.</p>
Area	Essential	
PERSONAL CHARACTERISTICS	<p>Early Years teachers should demonstrate:</p> <ul style="list-style-type: none"> • A commitment to excellence in teaching and learning. • Reflectiveness, openness to mentoring and commitment to professional growth. • Excellent interpersonal and communication skills. • Enthusiasm, creativity and an ability to inspire curiosity. • Empathy, warmth and a child-centred approach. • Strong teamwork and collaboration skills. • Professionalism, reliability and strong organisational skills. • A sense of fun, imagination and joy in working with young children. • Alignment with the school's ethos, values and mission. • Patience, resilience, trustworthiness and adaptability. 	

Reviewed: March 2026