



EYFS Reception Teacher

Dear Applicant,

Thank you for your interest in the role of EYFS Reception Teacher at Edge Grove. This is a fixed term, full-time position starting on 20th April 2026 until 9th July 2026, with the possibility to extend further.

The School seeks to employ an inspiring, child-centred and dynamic individual who will work collaboratively and proactively to celebrate and promote the excellence of Edge Grove's Mission, its Core Values and its pupils' remarkable progress and outcomes.

The successful candidate will place children right at the centre of their thinking and will work with teaching and non-teaching colleagues to ensure the best possible outcomes for each child. They will have a particular love of working with the youngest children in our community and will recognise the period of early childhood as critical for cognitive, social, emotional and physical development. They will work in close partnership with the other members of the Early Years team to meet the children's needs and build strong, settled relationships with the children as well as proactive, communicative relationships with parents. They will be a confident and effective communicator both when writing and speaking and will celebrate our community's unique cultural diversity. The successful candidate will demonstrate excellent teamwork skills whilst being a creative and original thinker able to use their initiative. They will be passionate about planning and developing an exciting and challenging Early Years curriculum across the Prime and Specific areas of learning to enable all children achieve the best possible outcomes and fulfil their potential. They will be resilient and flexible in approach to problems and possess strong reasoning, problem-solving and ideation skills. They will work with ambition and aspiration.

The successful candidate may have previous experience of working in independent schools, but this role is equally open to applicants who have never taught in independent schools. They will enjoy engaging with prospective, current and former pupils, teaching and non-teaching staff, parents and governors. They will demonstrate excellent administration, leadership, organisational and communication skills, be able to multitask effectively in a busy and demanding environment, have a high level of emotional intelligence and empathy and be able to work effectively with all stakeholders at all times.

'Knowing and growing each child through a love, life and learning approach' is the Edge Grove mantra, which articulates the warmth and strength of our diverse child-centred community in which children are at the centre of our thinking. Edge Grove provides children with 60 acres of beautiful estate, heritage buildings, wonderful facilities and the educational space for children to grow and develop. Our pupils feel a strong sense of belonging and pride in our community and devised the 16 Core Values of the School, living within them. They develop independence and confidence as they move up through the School and develop the ten core skills identified by the World Economic

Forum as those which will future-proof them for a future life and love of learning and fulfilment. We want children to develop their own unique character and creativity in pursuit of future happiness and success and in doing so to make their prep school days the best they can be.

The candidate specification which follows identifies the scope of the role, including the breadth of activities and personal specifications, but is not exhaustive. I hope that it provides you with all of the information that you need about the role. If you have any further questions, please do not hesitate to contact me or refer to the School website at www.edgegrove.com. If the words above strike a chord and you would like to play a part in the School's educational development, please read on!

I look forward to receiving your application and meeting you.

With best wishes

A handwritten signature in black ink, appearing to read 'Stanley'.

Richard Stanley
Headmaster

JOB DESCRIPTION

Post: EYFS Reception Teacher

Responsible to: Assistant Head Junior Department

PROFESSIONAL RESPONSIBILITIES

- Support the School in its Mission and Values
- Promote the academic ethos and life of the school.
- Set high expectations in terms of enthusiasm for learning.
- Dress in a way that is commensurate with the school working environment.

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect;
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes;
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- Guide pupils to reflect on the progress they have made and their emerging needs;
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time;
- Promote a love of learning and children's intellectual curiosity;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- Reflect systematically on the effectiveness of lessons and approaches to teaching;
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- Demonstrate an awareness of the physical, social and intellectual development of children,

and know how to adapt teaching to support pupils' education at different stages of development;

- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- Make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's Behaviour Policy;
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

TASK AND DUTIES

Teaching and Learning

- Liaise with colleagues to deliver the Early Years curriculum in a creative and stimulating way both through adult-led activities and child-initiated learning activities;
- Conduct observations and assessments and record these observations and assessments, as directed by the Assistant Head (Junior).
- Be part of the planning and implementation of an exciting and challenging curriculum based on observations of children's needs, interests and stages of development across the key areas of learning, to enable the children to achieve and meet their full potential;
- Demonstrate exemplary understanding of the Early Years Foundation Stage framework;
- Work with parents to enable them to understand the teaching programme, pupil assessment and how to help their children progress.

Administrative Duties

- Be prepared to be a form teacher;
- Be prepared to undertake other duties from time to time as required;
- Be prepared to carry out supervision and other duties in support of other staff. This could include accompanying a school trip.

Standards and Quality Assurance

- Set a good example in terms of punctuality and attendance.
- Model acceptable behaviour; supervise and control children, encourage good social skills and adhere to defined standards.

- Attend any training that is necessary to fulfil the role.
- Be proactive in matters relating to health and safety and general well-being of the children.
- Be familiar with all school policies, both those pertaining to teaching and school life in general, and ensure they are accurately and consistently implemented.
- Participate in the school's appraisal process and attend review meetings as required.
- Assist with parental liaison under the direction of the class teacher.
- Be available to staff during break times to discuss pupils.

School staff are expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct.

- School staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Staff must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The School reserves the right to review and change this job description according to its needs.

PERSON SPECIFICATION

Criteria	Details	Essential	Desirable
Qualifications and Training	- GCSE C or above in Maths and English	Y	
	- Degree-level qualification in Early Childhood Education or related field	Y	
	- Qualified Teacher Status (QTS) and experience in EYFS	Y	
	- Child Protection Training	Y (but can be provided by us on acceptance of the job)	
	- First Aid Qualification		Y
Experience	- Proven experience working with children aged 0–5 in an early years setting.	Y	

	<ul style="list-style-type: none"> - Demonstrated ability to plan and deliver the Early Years Foundation Stage (EYFS) curriculum. 	Y	
	<ul style="list-style-type: none"> - Experience supporting children with additional needs. 		Y
	<ul style="list-style-type: none"> - Experience in observing, assessing, and recording children's progress. 	Y	
Skills and Knowledge	<ul style="list-style-type: none"> - Knowledge of strategies for supporting pupils with learning difficulties. 		Y
	<ul style="list-style-type: none"> - Ability to monitor and assess pupil progress and adapt learning activities as needed. 		Y
	<ul style="list-style-type: none"> - Strong communication skills for engaging with pupils, parents, and external agencies, where needed. 	Y	
	<ul style="list-style-type: none"> - Excellent communication skills both written and verbal 		Y
Personal Qualities	<ul style="list-style-type: none"> - Commitment to safeguarding and promoting the welfare of pupils. 	Y	
	<ul style="list-style-type: none"> - Passionate about early childhood education and committed to improving outcomes for young children. 	Y	
	<ul style="list-style-type: none"> - Ability to plan, prepare, and implement age-appropriate learning activities. 	Y	
	<ul style="list-style-type: none"> - Strong time management skills to balance teaching, assessment, and administrative tasks 	Y	
	<ul style="list-style-type: none"> - Commitment to maintaining confidentiality and integrity. 	Y	

CHILD PROTECTION

In the context of their employment a member of staff will frequently be in the presence of children and will have appropriate levels of training in child protection. All members of staff comply with the School's Child Protection and Safeguarding Policy that is posted on the School's website. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risk to the safety and welfare of pupils, they report concerns immediately in accordance with the Policy.

What is set out above amounts to a statement of what may be regarded as minimum expectations, not an exclusive summary and may be amended at the reasonable discretion of the Head to meet the changing needs of the School.

SALARY AND BENEFITS

Edge Grove offers its staff attractive salaries and pay progression compared to the wider education sector. We reward experience and responsibility and will discuss the salary for this position with candidates at the interview.

Other benefits include:

- ❖ Access to a group personal pension scheme;
- ❖ Free school lunch and refreshments during term time whilst the kitchen is operating;
- ❖ Parking on site in designated areas at no cost, although all vehicles are parked at the driver's risk;
- ❖ Access to an Employee Assistance Programme;
- ❖ Cycle to Work Scheme.

TERMS & CONDITIONS OF EMPLOYMENT

- ✓ All appointments are subject to an enhanced check with the Disclosure and Barring Service and at least two references from past employers, including any school employment during your career.
- ✓ All staff comply with the School's Child Protection and Safeguarding Policy.
- ✓ All staff set an example to pupils and dress appropriately at all times;
- ✓ The School operates a no smoking and no vaping policy;
- ✓ The School takes its obligations under the Health & Safety at Work Act seriously and the post holder requires all staff to comply with all aspects of the School's Health & Safety Policy, particularly in relation to safe working practices;
- ✓ All staff keep up to date with the School's current policies and posted on the staff shared drives;
- ✓ The School reserves the right, for operational reasons, to transfer you to alternative duties. For this reason, it is a condition of employment that you are willing to do so, if requested, from time to time.

DATA PROTECTION

The School collects personal data during the recruitment process, which it adds to the successful candidate's employment record. The School retains application information on unsuccessful candidates for six months after the completion of the recruitment process; after this, it will securely destroy it. For further information on how we use your information and with whom we share it, please refer to the Staff Data Protection Privacy Notice available on our website.

RECRUITMENT & SELECTION

Edge Grove School Trust Limited is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All applicants undergo child protection screening. This post is exempt from the Rehabilitation of Offenders Act 1974. The School carries out pre-employment checks, seeks references and conducts an Enhanced DBS check and other relevant checks with statutory bodies on the successful candidate.

We comply with the Disclosure & Barring Service (DBS) code of practice and have a written policy on the recruitment of ex-offenders as part of our Recruitment, Selection and Disclosures Policy. If you are shortlisted, you will declare any relevant convictions, adult cautions or other matters which may affect your suitability to work with children. As a result of amendments to the Rehabilitation of Offenders Act 1974 (exceptions order 1975) in 2013 and 2020, some minor offences are now

protected (filtered) and should not be disclosed to potential employers, and employers cannot take these offences into account. Guidance will be provided when you are invited to interview.

Please read the Recruitment, Selection and Disclosure Policy which is available on our website and should be read before making your application.

Please fully complete an application form which can be found on the About Us / Job Vacancies page on our website www.edgegrove.com. Please email the completed form and an accompanying letter of application addressed to the Head, to hr@edgegrove.com. Applications must arrive prior to the closing date and time. CVs are not accepted.

Please refer closely to the 'Notes for Applicants' page in the application for employment and ensure that you are aware of your responsibilities relating to the declaration of criminal convictions and cautions for a position within the School.

Please note that due to the volume of applications we receive, we are unable to provide individual feedback except to those candidates who are invited to interview.

The School is committed to being an equal opportunities employer. To enable us to make any reasonable adjustments please let us know at application stage if you have any special requirements.

To arrange an informal visit to the School or to discuss the role in confidence, please contact the Headmaster via hr@edgegrove.com or 01923 855724.