



Post Title	Reception Teacher & Early Years Phase Lead
School / Organisation	Avanti Meadows Primary School
Location	Bishop's Stortford
Grade	MPS1 – MPS6 (with TLR 2A)
Hours	32.5
Contract Type	Permanent
	Year-round
Reports to	Head of School
Preferred Start Date	January 2027

MAIN PURPOSES OF THE JOB

- To lead and manage the phase team to provide high-quality learning for all children within a secure, happy and caring environment.
- To liaise effectively with the senior leadership team (SLT) to ensure consistency of approach in teaching and learning as well as the high quality of education for all its pupils.
- Be responsible for the learning and achievement of all pupils in the phase, ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- To contribute to, and promote, the vision, culture and ethos of the school and Trust.
- Work proactively and effectively in collaboration and partnership with learners, parents/families, governors, other staff, the Avanti Schools Trust and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

RESPONSIBILITIES OF THE JOB

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the Performance Management process as relevant to their role in the school.

Teaching

- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils in the phase.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.



- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds and abilities, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Leading, Developing & Enhancing the Teaching Practice of Others.

- Lead and enable staff in planning, teaching and evaluation of teaching which engages children in learning and ensures that high standards are recognised, valued and maintained in all areas of the Early Years framework.
- Lead a core subject across the school or phase.
- Work with teaching staff to promote best and innovative practice to enrich the range of teaching and learning styles within the school.
- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate.
- To liaise with staff and parents to support positive well-being and good behaviour across the phase.
- To be a strategic and supportive member of the wider senior leadership team.
- Provide guidance to staff in marking and assessment for learning and standards expected.
- To support colleagues to create a stimulating environment for learning.
- To take an active role within the academy's Appraisal policy in addition to supporting and promoting continuous professional development to ensure effectiveness and development of all staff.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers about pupils' achievements and wellbeing using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies, including the Avanti Schools Trust.



- Make a positive contribution to the wider life and ethos of the school.

Management Responsibility

- Organise and hold regular phase meetings to ensure good communication, consistency in practice and good pupil progress.
- To promote the maintenance of a tidy, well-ordered area for your phase, which supports and reinforces learning.
- Update teachers of changes to policy and ensure they are implemented effectively.
- Liaise closely with staff and other professionals so that they are able to make a significant contribution to teaching and learning in the phase.
- Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents.
- Induct, support and monitor new staff within the phase.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment, and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your Performance Management
- Proactively participate with arrangements made in accordance with the Performance Management Regulations.

Monitoring & Evaluation

- Ensure that planning, assessment, target setting, recording and reporting systems are implemented in line with academy policy.
- To evaluate assessment data in the phase and discuss outcomes with members of the senior leadership team (SLT).
- Provide feedback to teachers and disseminate examples of excellent planning and teaching .
- Monitor standards across the phase through observation, assessments, moderation and data analysis . Use this information to action required support including setting targets for continuous improvement.

Other

- To have professional regard for the ethos, policies and practices of the School and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Principal.

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of School organisation and may change either as your contract changes or as the organisation of the School is changed. Nothing will be changed without consultation.

PERSON SPECIFICATION

Criteria		Requirement	
		<i>Essential</i>	<i>Desirable</i>
1.	Qualified to bachelor's degree level in relevant subject or allied subject	X	
2.	QTS qualified	X	



3.	Evidence of recent additional educational qualifications (e.g. NPQML)		X
4.	Proven highly successful teaching experience in a specific phase.	X	
5.	Experience of teaching in different phases.		X
6.	Leadership experience (leading a team or leading a wider-school initiative in the primary phase.	X	
7.	Experience of leading a core subject.		X
8.	Experience of effective involvement with parents and governing body/SSC.		X
9.	Experience of curriculum planning, implementation, assessing and recording.	X	
10.	Understanding of the key characteristics of an effective learning environment within your phase.	X	
11.	Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning within your phase.	X	
12.	Ability to influence the quality of teaching and learning.	X	
13.	Good communication skills at all levels.	X	
14.	Ability to work effectively as part of a team of staff.	X	
15.	Ability to inspire, lead and motivate children and staff, being an exemplary practitioner who leads by example with high standards of all and, working in strategic partnership with all stakeholders, lead and raise the quality of learning and teaching.	X	
16.	Vision aligned with the Avanti Schools Trust's emphasis on educational excellence coupled with embedded character development and spiritual insight; having high aspirations and high expectations of self and for others. Able to work within the framework of the Trust's Ethos Hand- book	X	
17.	Up to date on national changes to the educational landscape (statutory and guidance)		X
18.	Excellent organisational skills and time management skills.	X	
19.	Excellent skills in the use and application of technology	X	
20.	Able to use of data to inform and diagnose weaknesses that need addressing	X	
21.	Commitment to the protection and safeguarding of children and young people	X	

FURTHER INFORMATION

Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

For further information - [Child Protection and Safeguarding Policy 2026-2027](#)