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| Post Title | Reception Teacher and EYFS Lead |
| School / Organisation | Khrishna Avanti Primary |
| Location | Harrow |
| Grade | MPS4 - MPS6 + TLR2-a |
| Hours | 32.5 hours per week |
| Contract Type | Permanent |
| Reports to | Principal |
| Preferred Start Date | September 2026 |

MAIN PURPOSES OF THE JOB

We are looking for an inspirational Reception Class and EYFS leader, who will have an impact on the outcomes for our children through securing outstanding teaching across the phase.

Key Purpose

- Teach a class of children and ensure planning, preparation, recording, assessment, and reporting meet their varying learning and social needs.
- To support, hold accountable, develop, and lead the phase team in order to secure high-quality teaching, the effective use of resources, and high standards of learning and achievement for all children in the EYFS.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- To be a member of the School Leadership Team and make a significant contribution to the strategic development and direction of the school.

RESPONSIBILITIES OF THE JOB

Main Activities

- Implement agreed school policies and guidelines.
- Support initiatives decided by the Executive Principal and the Senior Leadership Team.
- Plan appropriately to meet the needs of all children, through adaptation of tasks, having the highest expectation of every child and believing that every learner has unlimited potential for development.
- Plan and deliver the curriculum within the framework of present school policies and procedures.
- Set clear targets, based on prior attainment, for children's learning.
- Plan and resource a classroom which will encourage the development of all aspects of children's learning. In particular, to encourage children's independent use of resources and involvement in their learning.
- Provide a stimulating classroom environment, where resources can be accessed appropriately by all children.
- Monitor children's progress, keep records, and evaluate children's achievements.
- Set children high standards in the content and presentation of their work.
- Establish and maintain good relationships with colleagues, working as part of a team in all aspects of school development.
- Maintain good order and discipline amongst all children, in accordance with the school's positive behaviour policy.
- Work in partnership with parents and carers in providing a quality education experience for all children and report to parents on the development, progress and attainment of their children.



- Participate in meetings which relate to the school's management, curriculum, administration or organisation.
- Communicate and co-operate with outside agencies.
- Lead, organise, and direct support staff within the classroom.
- Lead a core curriculum area or aspect (see additional responsibilities below)
- Participate in the performance management system for the appraisal of their own performance and that of other teachers.

Strategic Direction and Development of EYFS (with the support of, and under the direction of, the Executive Principal and senior management team)

- Help develop a highly effective Early Years team through effective systems.
- Maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for children in Early Years
- Be able to present a coherent and accurate account of the children's performance and other Early Years self-evaluation evidence in a form appropriate to a range of audiences, including the school's stakeholder's committee (SSC), the LA, the local community, Ofsted and others.
- Lead by example, provide inspiration and motivation to the EYFS teams. Embodiment for the children, staff, SSC, and parents the vision, purpose and leadership of learning in EYFS
- Ensure all teaching staff and non-teaching staff are committed to the school's aims, and are accountable in meeting long, medium, and short-term objectives to secure school improvement, and targets which secure the educational success of all EYFS children.
- Oversee and ensure all staff in the EYFS are working in accordance with safeguarding legislation and that staff remain vigilant at all times.

Planning and Setting Expectations

- Lead and manage the creation and implementation of an EYFS strategic plan, with particular emphasis on improving the quality of teaching, which identifies priorities and targets for ensuring children achieve high standards and make progress, and securing school improvement.

Have high expectations of all children and staff

- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Assessment and Evaluation in EYFS

- To work with the Leadership team to monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary.
- To contribute to the School Evaluation Form and write the EYFS SEF annually.
- Use this information to form annual action plans to inform

Relationship with Parents/Carer and the Wider Community

- To support families with the induction and well-being of their child when they arrive in Early Years.
- Ensure parents are well-informed about their child's attainment and progress.
- To develop an effective partnership with parents/carers and help them to understand how they can support their child's learning and personal development.
- Involve parents/carers in the learning process through workshops and events.
- Develop effective relationships with the community; make meaningful connections with feeder childcare providers and their parents/carers

Managing and Developing Staff

- Ensure a professional attitude is maintained by all staff in EYFS team.
- Lead professional development of staff through example, creating strong teamwork.
- Support the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate.
- Mentor trainee and newly qualified teachers and support the induction of any new staff in EYFS.



Managing Resources

- Manage, monitor and review the range, quality, and quantity of all available resources in order to improve achievements, ensure efficiency, and secure value for money.

Managing Own Performance and Development

- Participate in arrangements for Appraisal and take responsibility for own professional development.
- Prioritise and manage own time effectively. Work under pressure and to deadlines.
- Sustain own motivation and that of other staff in their phase.

Other duties and Responsibilities

- To undertake the duties of the Assistant principal in their absence.
- To ensure the safeguarding of all children.
- Other duties that the Executive Principal may from time to time ask the post holder to perform.

PERSON SPECIFICATION

| Criteria | | Requirement | |
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| | | <i>Essential</i> | <i>Desirable</i> |
| 1. | Qualified to Bachelor or higher degree level in a relevant subject. | X | |
| 2. | QTS Qualified | X | |
| 3. | Significant teaching experience in one or more good or outstanding schools – demonstrably delivering high standards | X | |
| 4. | Genuine passion for lifelong learning | X | |
| 5. | A belief in the unique potential of every student | X | |
| 6. | Able to self-start, work independently and collaboratively as part of a team, whether led or leading | X | |
| 7. | Effective and compelling management style that secures the buy-in of stakeholders and encourages confidence and creativity alongside high levels of personal and team organisation | X | |
| 8. | Shows initiative and takes personal responsibility for their own actions with the motivation to work very hard, long hours, embrace any activity that is in the interests of protecting and educating children and to continually raise standards. Can initiate, complete and finish; be effectively strategic and where appropriate, innovative | X | |
| 9. | Resilience, the ability to work well with others and the motivation to support the senior leadership team in leading the subject area through day-to-day challenges while maintaining a clear strategic vision and direction. Extremely positive and solutions-driven when faced with seemingly insurmountable challenges | X | |
| 10. | Commitment to the safeguarding and welfare of all children and young people | X | |
| 11. | Vision aligned with the Avanti Schools Trust's emphasis on educational excellence coupled with character development and spiritual insight; having high aspirations and high expectations of self and others. Able to work entirely within the framework of the Trust's Ethos Handbook – including the promotion of the Faith Ethos of the school | X | |



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| 12. | Clear vision and understanding of how to implement and sustain a high quality of teaching and learning | X | |
| 13. | Up to date on national changes to the educational landscape; | X | |
| 14. | Excellent organisational skills and ability to delegate | X | |
| 15. | Excellent skills in the use and application of technology | X | |
| 16. | Able to use data to inform and diagnose weaknesses that need addressing | 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 - <https://avanti.org.uk/wp-content/uploads/2025/09/Child-Protection-and-Safeguarding-Policy.Autumn-25-2.pdf>