



THE CHADDERTON PREPARATORY GRAMMAR SCHOOL

Job Description

The Chadderton Preparatory Grammar School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Post title: Reception Teacher – Maternity Cover (Fixed Term)

Hours of work: 8am – 5pm

Remuneration: Commensurate with experience

Responsible to: Headteacher

Main Responsibilities

Key Purpose of the Job

To provide effective Reception teaching during maternity cover, maintaining continuity of learning and care. Deliver the Early Years Foundation Stage (EYFS) curriculum and support each child's learning, confidence and social, emotional and physical development in line with the School's child-centred ethos.

1. Teaching

- Planning engaging learning across all seven EYFS areas, balancing purposeful play, child-initiated activities and adult-led teaching.
- Teaching systematic synthetic phonics, early reading, writing and mathematics through activities matched to children's development and needs.
- Observing and assessing children's learning, adapting teaching and provision to support progress and identify additional needs.

2. Other Activities

- Promoting children's wellbeing, independence, communication and positive relationships through nurturing routines and interactions.
- Supporting children to manage feelings, develop social skills and engage confidently in learning.
- Recording and responding to children's personal, social and developmental needs, including agreed care arrangements.
- Communicating regularly with parents and carers about learning, progress and wellbeing, encouraging support at home.

	• Working with the SENCo and relevant professionals to support children with additional needs. • Participating in meetings relating to children's education, care and development. • Accompanying and supervising children on age-appropriate trips in line with School procedures. • Maintaining a stimulating, safe Reception classroom and outdoor learning environment, with accessible resources and purposeful displays. 3. Assessments and Reports • Providing clear oral and written reports on children's progress across the EYFS, including information for parents and receiving teachers. 4. Appraisal • Participating in any arrangements that may be made for Performance Management. 5. Further Learning and Development • Reviewing teaching approaches and provision in response to observation, assessment and children's interests. • Participating in professional development relevant to Reception teaching, EYFS and safeguarding. 6. Educational Methods • Working with the Headteacher and EYFS colleagues to develop planning, resources, teaching approaches and pastoral arrangements. • Using technology appropriately to support early learning, with regard to age-appropriate screen use and online safety. 7. Discipline, Health And Safety • Promoting positive behaviour and safe routines. Following safeguarding and welfare procedures, maintaining appropriate supervision and reporting concerns promptly to the Designated Safeguarding Lead, including during off-site activities. 8. Staff Meetings • Participating in staff meetings concerning the curriculum, School organisation and children's pastoral care. • Working with Nursery and Year 1 colleagues to support transitions and sharing planning, assessment and care information at the start and end of maternity cover.
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	9. EYFS Assessment - Completing the EYFS Profile and contributing to assessment and moderation arrangements where relevant during the maternity-cover period, in line with applicable requirements and School procedures. 10. Administration - Co-ordinating classroom support staff, preparing resources and undertaking administration associated with the Reception class. - Maintaining attendance records, attending assemblies and supervising children during allocated duties in line with School arrangements. All employees are expected to undertake reasonable additional duties assigned by the Headteacher, appropriate to their role. This list is not intended to be exhaustive.
Monitoring, Assessment, Recording, Reporting, and Accountability	- To be responsible for observing, assessing, recording and reporting on the development and progress of children in the Reception class. - Use proportionate assessment to inform teaching and next steps, without unnecessary paperwork or disruption to learning. - Prepare accurate, informative reports and discuss children's progress with parents and carers. - Keep accurate attendance records and report unexplained or concerning absences in line with School policy. - Report directly to the Headteacher and provide relevant information to the Governors and Directors of Alpha Schools Limited when required.
Subject Knowledge and Understanding	- Have thorough, up-to-date knowledge of the EYFS statutory framework, early child development, phonics, early literacy and mathematics, and transition into Key Stage 1. - Keep up to date with early years practice, assessment and the safeguarding and welfare requirements applicable to Reception.
Professional Standards and Development	- To be a role model to pupils through personal presentation and professional conduct. - To be ready to welcome children promptly and maintain consistent classroom routines. - To cover for absent colleagues as is reasonable, fair and equitable. - To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.

	• To read and follow the School's handbooks, Safeguarding and Child Protection Policy, Staff Code of Conduct and Health and Safety procedures. • To establish effective working relationships with professional colleagues and associate staff. • To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures. • To be involved in extra-curricular activities such as making a contribution to after-school clubs and visits. • To understand professional duties under the contract and School policies, and follow current Keeping Children Safe in Education guidance, including Part One and relevant additional sections. Report concerns about children or adults through the appropriate School procedures. • To liaise effectively with parents, carers and professionals supporting children's education and welfare, maintaining confidentiality. • To undertake reasonable tasks directed by the Headteacher and Senior Leadership Team, appropriate to the role. • To be aware of the role of the Governing Body of the School and to support it in performing its duties. • To undertake first-aid training as required by the School, including paediatric first aid where appropriate. • To work with the SENCo and follow the School's SEND procedures and relevant SEND guidance. • To adapt teaching and provision, implementing specialist advice and reasonable adjustments, particularly for children who: ○ have special educational needs or disabilities; ○ need additional challenge; ○ are learning English as an additional language. • To uphold the School's core values, promote equality and inclusion, and maintain professional boundaries.
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Person Specification

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential	Desirable	Method of assessment
Qualifications	Qualified Teacher Status (QTS). Bachelor's degree.	Further qualification in early years education or a relevant postgraduate qualification.	Production of the Applicant's certificates

		Evidence of professional development relevant to EYFS teaching.	
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Experience	• Relevant teaching experience in EYFS, including teaching placements. • Planning engaging learning through play and adult-led activities. • Using observation and assessment to inform planning and support progress. • Promoting positive behaviour and supporting social and emotional development. • Using varied resources to support early literacy, phonics and mathematics.	• Experience of teaching a Reception class. • Experience within an independent school. • Experience supporting Nursery or Year 1 transitions. • Experience supporting children with SEND.	Application Form Interview Professional references
Skills	• Clear written and verbal communication with children, parents and colleagues. • Effective organisation and time management. • Ability to create a nurturing, stimulating and inclusive Reception environment. • Ability to work with colleagues and guide classroom support staff. • Ability to adapt teaching and plan suitable home-learning activities.		Application Form Interview Professional references

Knowledge	• Sound knowledge of the EYFS framework, child development, phonics, early literacy and mathematics, and safeguarding and welfare requirements. • Understanding of EYFS assessment, the EYFS Profile and how to use observations to identify next steps and additional needs.	• Knowledge of a recognised systematic synthetic phonics programme and transition into Key Stage 1.	Application Form Interview Professional references
Personal competencies and qualities	• A child-centred approach and commitment to inclusive learning. • Ability to remain calm and respond sensitively to children and adults. • Commitment to professional development and reflective practice. • Flexible, adaptable and enthusiastic, providing continuity during maternity cover. • Ability to motivate children and build trusting relationships; commitment to safeguarding and professional boundaries. • Willingness to contribute to extra-curricular activities and wider School life.		Contents of the Application Form Interview Professional references