EYFS Teacher

We are Humber Education Trust.



Our vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we drive these aims further and faster for the benefit of our pupils and our communities.

We are delighted to be recognised as one of the top performing Multi-Academy Trusts in the country*.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools).

We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.

*(based on KS2 outcomes and Trusts with more than 10 schools)



Rachel Wilkes OBE

Chief Executive Officer

EYFS Teacher

We are Humber Education Trust.



Woodland Primary School is a smaller than average primary school with around 200 children, set in the east of Hull. We were rated 'Good' by Ofsted following our inspection in April 2022.

Our children are at the very heart of everything we do. It is our mission to ensure that every child who attends our school, leaves with many happy memories of their wonderful experiences at Woodland and is fully prepared for the next stage in their education.

Our learning environment, purpose built in 2016, provides a rich, inspiring space that motivates our pupils to learn.

Our main aim is to provide all pupils with a well-planned and challenging curriculum, developing the whole child through a range of interesting and exciting activities. Pupils have access to a rich variety of first-hand experiences and the opportunities to participate in many short and extended visits.

We are proud of our links with the community and our open-door policy. We welcome all parents and visitors to our school and are keen to engage with our community by nurturing positive relationships.



Salary Range: ECT / Main Pay Scale
Hours of work: 0.6 FTE, 3 days per week, Wednesday - Friday
Contract: Fixed Term till 17 December 2027
Start date: 15 February 2027

Are you an outstanding EYFS classroom practitioner who wants to join us in making a difference for our children?

We have an exciting opportunity for an experienced EYFS Teacher to join an amazing team of enthusiastic professionals who want the best for our children. Joining Woodland opens a gateway to a wealth of experience and knowledge within Humber Education Trust.

We require an exceptional teacher who is highly ambitious for themselves, our children and the school and will 'go above and beyond' to ensure our children make outstanding progress.

The successful candidate will:

- Be a passionate, hardworking, qualified Teacher
- Have successful teaching experience in EYFS
- Have the ability to deliver well planned and stimulating lessons across the curriculum and ability range
- Have a belief that all children are capable of great things and learning should be fun
- Be confident in establishing sound professional relationships with children, colleagues, parents and our community
- Have knowledge and understanding of effective behaviour management strategies and the ability to put these into practice
- Have high expectations of everyone within the school community.
- Be committed to safeguarding and protecting children and young people.

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Where everybody counts, every moment matters.

EYFS Teacher



Visits to the school are welcomed, encouraged and can be arranged via Courtney Thickett, HR Administrator, Tel: 01482 787000. Further information about the school can be found on our school website: https://woodlandprimary.org.uk/

HOW TO APPLY:
Please visit our Eteach careers page to apply for this vacancy. All candidates are advised to refer to the job description and person specification before making an application.

Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

Closing date for completed applications:
8am, Monday 30 November 2026

Interview date: TBC

Any offer of employment to this role will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of relevant qualifications, satisfactory references and eligibility to work in the UK checks.

As part of Humber Education Trust's recruitment processes, in accordance with statutory guidance Keeping Children Safe in Education, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

All members of staff are expected to promote and safeguard the welfare of students in accordance with KCSiE, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach.

Professional standards detail responsibilities and expectations of our job roles. The enclosed generic role specification is offered in good faith as a guide to professional practice.

We strive for excellence and encourage our staff to aim high, making positive impacts through their clear focus and professionalism. All role specifications are subject to change to adapt with circumstances. Additional duties may be asked of our staff if necessary.

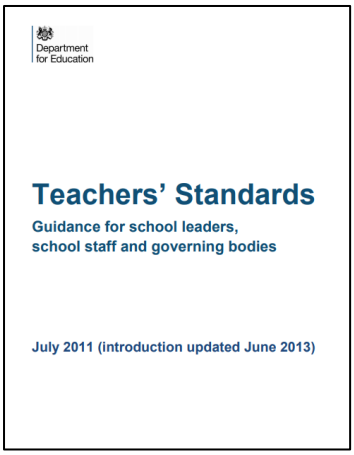
If you believe you are the right person for the role then we would love to hear from you.



Michelle Dodson
Headteacher
Woodland Primary School

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EYFS Teacher


Department for Education

Teachers' Standards

Guidance for school leaders, school staff and governing bodies

July 2011 (introduction updated June 2013)

The Teachers' Standards apply to:

- Trainees working towards QTS
- All teachers completing their statutory induction period (early career teachers [ECTs]);
- Teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

https: https://www.gov.uk/government/publications/teachers-standards

The standards clearly set out the key areas in which a teacher should be able to assess their own practice. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

PART ONE: TEACHING

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is 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 throughout a teacher's career.

Teachers 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.
- Teachers 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1. 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.
2. 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
3. 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
4. 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).

5. 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.

6. 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

7. 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.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

EYFS Teacher

Notes:

This job description may be amended at any time in consultation with the postholder.

Signed _____ Date _____

Postholder

Signed _____ Date _____

Headteacher



EYFS Teacher

I: Interview, R: Reference, A: Application Form

Characteristics	Essential	Desirable	Evidence
Qualifications	Qualified Teacher Status or ECT holding QTS Holds a Batchelor degree (L6)	Evidence of continuous professional development Willingness to undertake further professional development	A I
Experience and Knowledge	Have a secure knowledge of specialist curriculum areas Successful teaching experience	Knowledge of core teaching standards & practical application Effective teaching of pupils with SEND Knowledge and experience of assessment procedures.	R, I R, I R, I
Vision and Values	Commitment to deliver the very best educational experience for all children and young people. Commitment to safeguarding and protecting children and young people	Willingness to make a positive contribution to wider life in school	A, I R, I
Skills	Working collaboratively as part of a team. Ability to deliver well planned and stimulating lessons across the curriculum and ability range Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice High expectations of pupils to do their very best, make significant progress & become independent learners Well organised and good communication skills Ability to establish sound professional relationships with children, colleagues, parents and community Ability to analyse data effectively and use data to set clear, challenging targets Competency in ICT and ability to use ICT across the curriculum		A, R, I A, R, I A, R, I R, I A, I R, I R, I, A A, R, I
Equality	Commitment to inclusion and diversity		A, I

Join our Team

We value our employees



The following **benefits** are available to employees within our academies:

Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay
- Generous Leave of Absence Policy

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 support
- Confidential GP, nurse and counselling service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platforms
- Discounted Gym Membership
- Discounted hotels via Hilton, Hampton by Hilton and Marriott Hotels

Professional Development

- Continuous Professional Development for all staff including mentoring and professional coaching
- Access to further qualifications, leadership courses, apprenticeships
- Supportive, diverse staff team, committed to collaboration and improvement, who will work with you to achieve your goals and make a difference to children and young people

The opportunity to make a real difference to the lives of our students

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