

Early Careers Teacher (ECT) - Key stage 1 (KS1) or Reception

Grade: Main Scale
Reporting to: Headteacher

Main Purpose of the Role

An early career teacher (ECT) who will plan, teach and assess well-structured lessons in Reception and/or Key Stage 1 that secure strong progress and positive outcomes for pupils in line with the school's curriculum and vision. The post holder will join Feltham Hill Infant and Nursery School's supportive staff team and will be supported through the statutory ECT induction programme and school-based mentoring. The ECT will promote inclusion, high expectations and a safe, nurturing learning environment in which all pupils — including those with Education, Health and Care Plans (EHCPs), Special Educational Needs (SEN), and English as an Additional Language (EAL) — can thrive.

At Feltham Hill Infant and Nursery School the ECT will:

- Demonstrate and model the school's vision and values through respectful, inclusive practice and high expectations for all pupils.
- Work collaboratively with experienced colleagues, teaching assistants, parents/carers and external professionals to meet the needs of a diverse pupil population (noting significant groups such as White British, Indian, Eastern European and home languages including Romanian and Polish).
- Contribute to the school's priorities for attendance, behaviour, inclusion and pupil wellbeing to ensure full access to learning.

Key Responsibilities and Duties

Teaching and Learning:

- Plan and deliver engaging, well-sequenced lessons that meet statutory curriculum requirements and school schemes of work, under the guidance of a mentor and year leader.
- Use the school's agreed planning formats and agreed schemes (including phonics) to ensure progression and consistency.
- Assess pupil learning through high-quality formative and summative assessment; accurately record progress and use assessment information, with mentor support, to inform planning and interventions.
- Use evidence-informed teaching strategies and adjust approaches in response to pupils' needs, including those with SEN, EHCPs, SCLN and EAL.
- Ensure pupils have frequent opportunities to practise and consolidate foundational skills, particularly phonics, reading, early writing and mathematics.
- Prepare pupils appropriately for statutory and school-based assessments and participate in assessment arrangements as directed.

Behaviour management

- With the support of senior leadership (SLT), implement the school's behaviour management policy consistently, promoting positive attitudes to learning.
- Maintain high standards of pupil conduct, safeguarding a calm, purposeful classroom atmosphere.
- Use positive behaviour strategies and restorative approaches to support social, emotional and learning needs.
- Work with the year leader and senior leaders to manage more complex behaviour needs and to seek guidance where necessary.

Learning environments

- Create and maintain stimulating, safe and accessible indoor and outdoor learning environments that support 'busy learning' and independent play.
- Organise classroom resources and displays to support learning, retrieval practice and vocabulary development.
- Differentiate resources, tasks and environments so all pupils are appropriately challenged and supported.

Inclusion and Specialist Needs

- Adapt planning and classroom practice to meet the needs of pupils with EHCPs, Autism, SCLN and other identified needs, drawing on advice from the SENDCo, Centre staff and other professionals.
- Work closely with teaching assistants and other colleagues to implement and monitor personalised provision and reasonable adjustments.
- Promote language development and communication for pupils with EAL and SCLN through targeted strategies and family engagement.

Communication and Parental Partnership

- Develop strong, positive relationships with parents/carers and keep them informed about their child's progress, attainment and wider development through parents' evenings, reports and informal communications.
- Communicate effectively with colleagues, support staff and multi-agency partners to ensure coordinated support for pupils.

Professional Duties and Whole School Contribution

- Engage fully with the statutory ECT induction programme, including meeting induction requirements, participating in mentor meetings and completing any required evidence and assessments.
- Take part in the school's appraisal and professional development processes, acting on feedback from mentors, phase leaders and SLT to improve practice.
- Contribute to the wider life and ethos of the school, including collaborative planning, school events and appropriate extracurricular activities.

Health, Safety and Safeguarding

- Ensure the health, safety and wellbeing of pupils in all activities and follow school procedures for risk assessment and safe practice.
- Work in line with statutory safeguarding guidance (including Keeping Children Safe in Education and Prevent) and the school's safeguarding and child protection policies.
- Be alert to signs of abuse or neglect and report any concerns promptly to the Designated Safeguarding Lead (DSL) in accordance with school procedures.
- Maintain professional boundaries with pupils and families and ensure confidential records and communications are managed securely.

Administrative and Record Keeping

- Keep accurate, up-to-date records of pupil progress, attendance and behaviour in line with school policy and the requirements of the ECT induction.
- Contribute to writing reports for parents/carers and provide assessment evidence for meetings and reviews.

Skills and Competencies

- Qualified Teacher Status (QTS) and eligibility to be appointed as an ECT (within statutory induction period).
- Knowledge of Early Years / Key Stage 1 pedagogy, including phonics and early mathematics.
- Ability to plan coherent sequences of learning with support, and to use assessment to inform teaching.
- Classroom management skills appropriate to developing practice, and willingness to learn and apply effective behaviour strategies.
- Ability to differentiate teaching and resources to meet a wide range of needs (SEN, EHCPs, Autism, SCLN, EAL).
- Strong communication and interpersonal skills with pupils, parents/carers and colleagues; culturally sensitive and able to engage a diverse school community.
- Capacity to create vibrant indoor and outdoor learning environments that promote engagement and independence.
- Basic competence in using school IT systems for planning, assessment and communication.
- Commitment to professional development, reflective practice and collaborative working.

Professional Development and Induction Support

- Access to the statutory ECT induction programme with a trained mentor and protected time for weekly mentor meetings, observations and professional learning.
- Targeted school-led professional development in early years pedagogy, phonics, SEND strategies, EAL provision and behaviour approaches.
- Regular classroom observation, feedback and coaching to support rapid development toward the Teachers' Standards.
- Support and guidance for career progression, including opportunities to engage with subject/phase colleagues, school improvement activities and relevant external qualifications where appropriate

Safeguarding

- Promote and safeguard the welfare of pupils for whom you are responsible, or with whom you come into contact.
- Work in line with statutory safeguarding guidance (including Keeping Children Safe in Education and Prevent) and the school's safeguarding and child protection policies.
- Be vigilant to signs of abuse or neglect and report any concerns promptly to the DSL in accordance with school procedures.
- Maintain appropriate professional boundaries and ensure records and communications are managed confidentially and securely.
- Contribute to a whole-school culture where pupils feel safe, included and able to speak about concerns; share any concerns about pupil safety, attendance or wellbeing (including those relating to the Centre and pupils awaiting EHCP confirmation) with the DSL.