



"Inspire through Creativity, Kindness & Adventure"

Reception Teacher Application Pack



September 2026



Larkrise Primary School is an academy managed by the River Learning Trust, which is an exempt charity and a company limited by guarantee, registered in England and Wales under company number 7966500. Registered Office: C/O Gosford Hill School, Oxford Road, Kidlington, Oxfordshire, United Kingdom, OX5 2NT. United Kingdom.

Introduction

Thank you for your interest in our **Reception Teacher** post at **Larkrise Primary School**. We are seeking a talented and driven individual to join our team at an exciting time in our school's development. **We are particularly interested in receiving applications from experienced Early Years Teachers who share the school's values of Inspiring through Creativity, Kindness and Adventure.**

This is the first opportunity to become a teacher at our school since September 2024. We are proud to see members of our team progressing within the wider Trust or education system, and we now look forward to welcoming a new colleague who will help shape the next stage of our journey.

We hope this application pack provides you with an understanding of our values and vision for our children, staff, and the wider school community. We would also like to invite you to visit our school and have a conversation about your future and ours. If you would like to take up this offer, please arrange a time to meet Jon Gray, our Headteacher, by contacting the school office on 01865 721476.

A School with Momentum and Purpose

Larkrise is a school with momentum. Over the past six years, we have made rapid progress, which was recognised in our March 2023 [Ofsted inspection](#). The wider community is increasingly choosing us as their first-choice school, and **96% of parents and carers** stated they would recommend us to others (RLT Parent Survey March 2025).

We serve one of the most **diverse and vibrant catchments** in the internationally renowned city of Oxford. Our children come from a wide range of economic and cultural backgrounds, with over **thirty-two languages** spoken in school. This rich diversity is a source of strength and joy, reflected throughout our curriculum and our school culture.

A Role That Grows with You

We are proud of the **professional development** we offer all staff and are deeply committed to supporting your career growth. If you are successful in this role, we will work with you to build a tailored **Continued Professional Development and Learning (CPDL)** plan. This is further enhanced by our membership of the [River Learning Trust](#), which provides access to a broad, high-quality training network. Whether you are an ECT looking to start your career or a teacher with more experience who wants to teach in a kind and welcoming environment whilst growing as an individual, we are the school for you. Find out more about what it is like working at Larkrise via this [link](#).

Being part of the **River Learning Trust** also means you'll benefit from working closely with a **diverse family of schools**, sharing best practice and accessing support that stretches far beyond the school gates.

As a school, we are actively involved in the wider education system. We have partnerships with:

- Oxfordshire County Council Early Years Team: Holly Marriott, our experienced EYFS lead, supports other EYFS settings in the county who may need additional support as an Early Years Mentor.
- [Oxfordshire Teaching School Alliance \(OTSA\)](#) - A highly respected partnership offering a rich array of development opportunities. Larkrise is proud to be a strategic partner school within OTSA,
- [Oxfordshire - Wiltshire - Berkshire Teacher Training](#) - We offer School-Centred Initial Teacher Training (SCITT) placements.

- [Oxford Brookes Teacher Training](#) - We are a partner school that provides teacher placements for the BA in Primary Teacher Education and the PGCE Primary 5 - 11 courses.
- Oxford Brookes Expert Mentoring Project - A project working with experienced teachers to unlock the power of educational research into classrooms.
- [Step Into Teaching](#) - We offer placements for the national graduate pre-teacher training programme, committed to making a difference to the lives of children and young people across the UK.

A Team You'll Be Proud to Join

At Larkrise, you'll be joining a **motivated, energetic, and highly supportive team**. Our staff care deeply about the children and each other, and we believe in creating a purposeful and joyful learning environment for all.

Our recent RLT staff survey highlights this clearly:

- 98% of staff feel their work makes a meaningful difference
- 94% feel supported by colleagues
- 92% are proud to work at Larkrise
- 92% feel valued and respected
- 92% believe the school is aspirational for all pupils
- 92% feel the school is well-led and managed
- 90% feel supported in their wellbeing by their line manager

You'll also be joining a community that values partnership. Our **Governors. Parents/Carers** and **Friends of Larkrise** (our active parent and carer volunteer group) are deeply involved in school life, with 98% of parents saying they would recommend our school.



At Larkrise, leaders have worked to craft sensible policies that take colleagues' workload and well-being into account. In short, we focus on approaches that make a difference where it matters most: in the classroom. The school's values underpin all of its work, and we strive for kindness to be the default in all interactions across the community.

Come and See Us

This application pack will give you a strong sense of our values, but there's no substitute for experiencing our school in person. We warmly encourage you to visit, meet the team, and see our community in action. To arrange a visit with **Jon Gray (Headteacher)** to discuss your future and ours, please contact the school office on **01865 721476** or email office@larkriseprimary.org.

If you are an **experienced EYFS teacher** and are excited about the opportunity to work in a thriving, diverse, and ambitious setting, we would love to hear from you.

This is more than a job. It's an opportunity to help shape the future of a dynamic school community and advance your career in a supportive and ambitious environment.

We hope to meet you soon.

Yours sincerely,



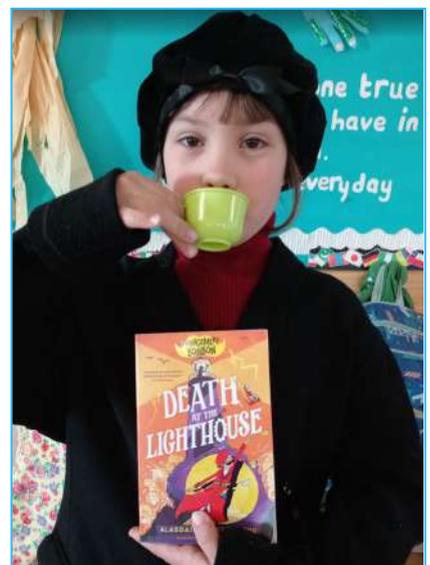
(Jon Gray -Headteacher)



(Charlotte Stewart -Deputy Headteacher)



Morag Scott (Assistant Headteacher)



Mission-Vision-Values

Mission: A vibrant and caring school which proudly reflects the diversity of our community.

Vision: To provide a world-class curriculum with high expectations for every child and within which well-being is nurtured and learning is limitless.

Inspire



Inspire through Creativity, Kindness and Adventure

Creativity



Show kindness to ourselves, each other, our community and our environment.

Inspire curiosity and encourage innovation.

Kindness



Adventure

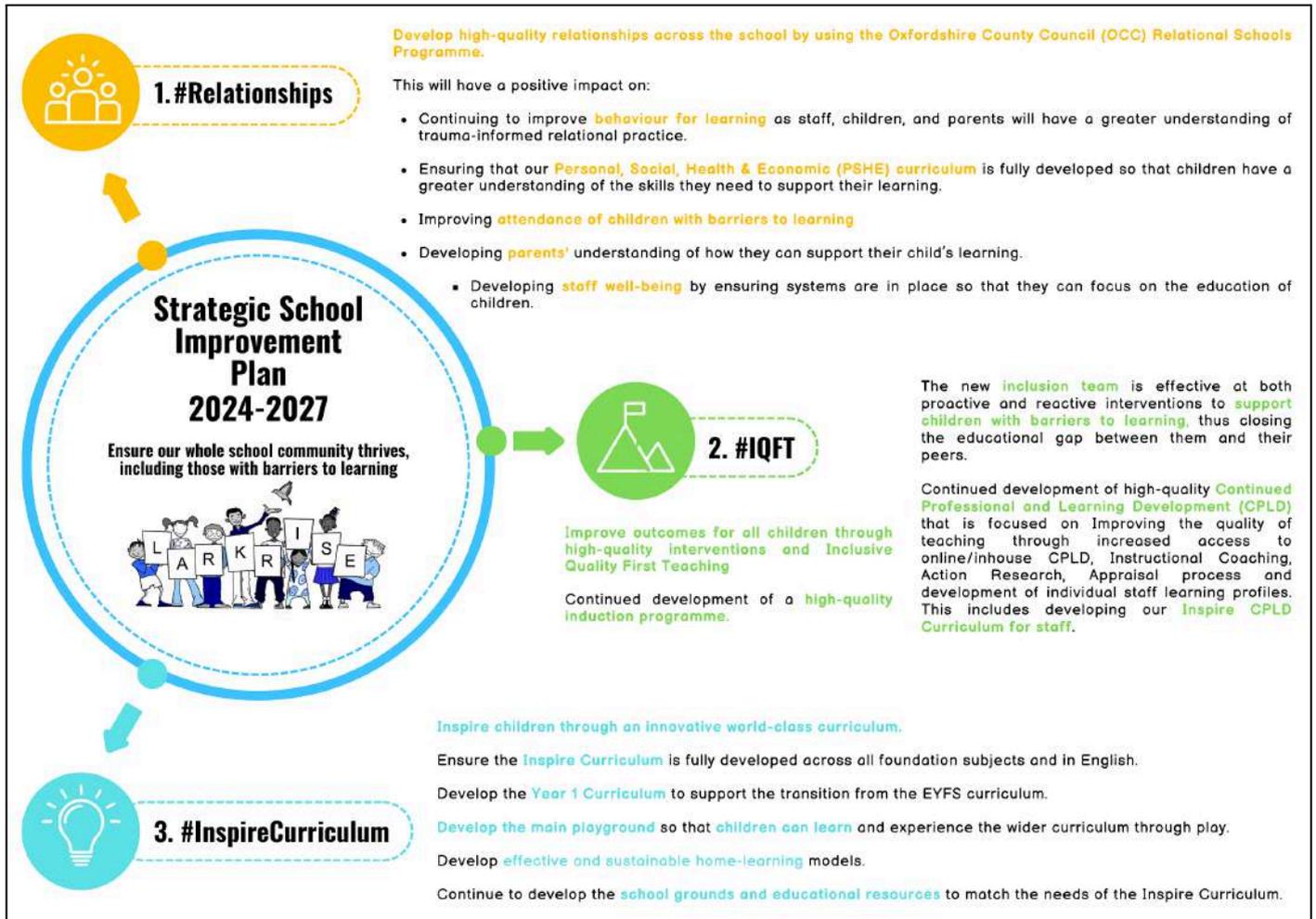


Meet the challenge by embracing new opportunities whilst striving for excellence.



We are a forward-thinking school that looks to the future.

We are rapidly improving the school. We pride ourselves on using research to ensure improvements are implemented and embedded. Click the image below to learn more about current school improvement.



The Principles of the River Learning Trust



The River Learning Trust (RLT) is a multi-academy trust responsible for several schools and a school-centred initial teacher training (SCITT) provider within Oxfordshire. The schools and SCITT are united by their commitment to the trust's principles and a shared belief in the benefits of working together.

The River Learning Trust is a community of children, young people and adults with shared principles, including:

- Commitment to **Excellence**; striving for the best educational experience
- Everyone **Learning**; creating and taking opportunities that enhance lives
- Respectful **Relationships**; acting with care, integrity, and fairness in all we do

([Click here](#) for more information).

Click on the image below to watch a video about working in a school within RLT.



Clicking on the image below will take you to our Staff Charter.



THE RLT STAFF CHARTER

A core principle at RLT is Respectful Relationships where acting with care, integrity, and fairness is demonstrated within schools, the SCITT, and the Central Team. We value each member of our professional community and value our health and wellbeing. Our Staff Charter sets a standard which we all seek to follow; great schools thrive because of the people in them.

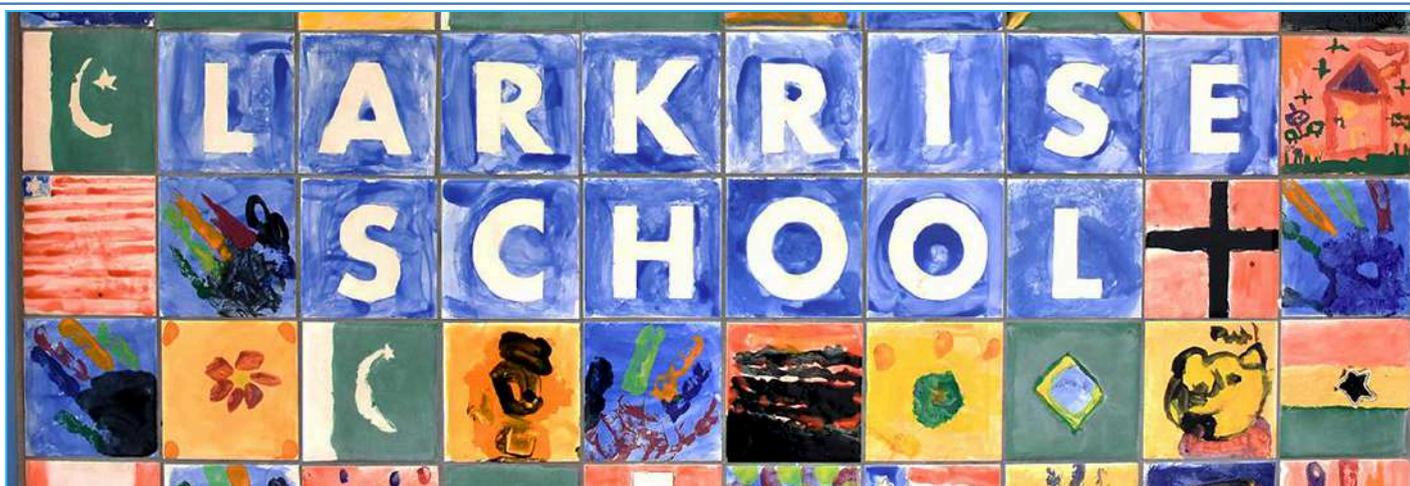
As an employee of RLT:



YOU WILL BE SUPPORTED TO GROW AND DEVELOP AS A GREAT PROFESSIONAL:



- You will have access to development opportunities in your school and across the Trust in a culture of collaboration and teamwork.
- We will help you to achieve excellence through high quality professional feedback and dialogue.
- Our appraisal processes will always be supportive and developmental.
- Integrity and professionalism underpin our approach to accountability.



Reception Teacher Job Description

| | |
|-------------------|---|
| Job Title | Teacher |
| Reports To | EYFS Phase Lead |
| Salary | Teachers' Main Pay Scale 3 to 5 or Upper Pay 1 to 3 - Full Time |
| Contract | Full Time Permanent from 1st September 2026 |

Introduction

This is an excellent opportunity for an experienced teacher to join our Team for September 2026 as a Teacher within Reception.

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document, and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher and Deputy Headteacher, who will be mindful of their duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

Duties

Teaching & Learning

- To carry out the professional duties of a Main Grade Teacher under the Teacher's Contract (as defined in the most recent School Teachers' Pay and Conditions document), ensuring the education and welfare of a class of pupils, having due regard to the school's Mission, Vision and Values.
- To be an excellent role model for the school community.
- To teach children within EYFS.
- Lead by example by providing excellent education for children in your class.
- To be an integral part of the Larkrise team and contribute to the school's ambitious programme of school improvement.
- Keep up to date with developments in education.

- Commit to your own professional development, proactively identifying development opportunities.

Pastoral Care

- To help promote and safeguard the welfare of all children.
- To promote self-regulation, high standards of behaviour for learning and positive attitudes on the part of all children and to implement policies and procedures to foster them.
- Ensure that a high standard of care is maintained for all children.
- To develop and implement equality of opportunity effectively throughout the school.
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.

Communication and Community Links

- Build positive relationships with members of the school community.
- To fully support the life and work of the school.
- Contribute to creating an ethos where staff are motivated and supported to develop their skills and knowledge.
- To develop and maintain positive and effective professional relationships with colleagues, parents/carers, the local community and Governors.
- To provide information to the Governing Body to enable it to meet its responsibilities.
- To ensure that parents, carers, and children are well informed about the curriculum, attainment and progress and can understand and contribute to targets for improvement.

Health and Safety

Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally adopted policies, including taking responsibility for raising concerns with an appropriate manager.

Safeguarding

Larkrise Primary School and The River Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced

Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one from the current/latest employer) and evidence of the formal qualifications required for the role.



Subject Leader Duties and Responsibilities (for experienced teachers only)

At Larkrise, we are continuously developing our [Inspire Curriculum](#). This is developed by working in Teams over six areas of learning.

- English
- Science, Technology, Engineering & Mathematics
- Cultural Education
- Creative Arts
- Environmental
- Mind, Body & Soul

Within each team, we will have subject leaders who will:

- Promote the highest standards of achievement in a subject area through effective leadership and management of the subject.
- Support the raising of standards in the subject they lead across the whole school, with support from the Leadership Team.

Policy and Leadership

- With support from the Leadership Team, develop and review a curriculum subject and related action plans, policies, schemes of work, initiatives and training.
- With support from the Leadership Team, lead school planning in line with the School and National Curriculum expectations.
- Establish and maintain regular communications with the Leadership Team.

- Work closely with the Leadership Team members to draft, implement, monitor, and evaluate the School Improvement Plan.
- Contribute to relevant sections of the school's self-evaluation.

Leadership of Teaching and Learning

- Act as a role model in planning for, delivery of, evaluation of and reflection on own teaching of the curriculum area.
- Brief and update colleagues on relevant policy and practice through meetings and workshops.
- Lead INSET.

Leadership of People

- Lead and manage meetings.
- With support from the Leadership Team, help identify and facilitate colleagues' training needs.
- Delegate tasks to colleagues when appropriate.
- Encourage, support and develop effective working relationships with colleagues and parents to enhance pupil learning.
- Liaise with outside agencies (particularly advisors and consultants).

Management of Resources

- Manage a budget when required.
- Maintain a record of equipment and resources.
- Encourage and actively support the establishment and maintenance of a stimulating, purposeful working environment.
- Manage the allocation of equipment and resources.

Evaluation and Quality

- Monitor and evaluate pupils' learning and, where appropriate, appraise colleagues' work in accordance with the school's monitoring schedule. We want a staff team that welcomes each other into their classrooms to talk about learning.
- Observe colleagues at work to celebrate success, support, and improve their practice.

- Create opportunities for colleagues to learn from each other.
- With support from the Leadership Team, ensure monitoring, assessment, and review of children's work and recorded achievements to inform future planning.
- Work with colleagues to establish a consistent view of school standards of achievement within a curriculum area.

Administration

- Ensure necessary administration requirements are fulfilled.
- Establish and maintain regular communications.
- Establish and implement record-keeping procedures to meet the school's requirements and National expectations and policies.
- With support from the Business Manager, maintain a stock ordering procedure to manage resource availability.

Note

Whilst every effort has been made to explain the main duties and responsibilities of the post, not all individual tasks undertaken may be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.



Reception Teacher Person Specifications

| | Essential | Desirable |
|----------------------------|--|---|
| Qualification & Experience | <ul style="list-style-type: none"> • Qualified teacher status • Degree-level qualification • Evidence of engagement in professional development • More than two years successfully teaching in EYFS • Experience of supporting children's transition from Reception to Year 1 | <ul style="list-style-type: none"> • Experience of teaching across the primary school age range • Masters degree • Experience of Subject Leadership |
| Knowledge & Skills | <ul style="list-style-type: none"> • A clear understanding of primary education with a particular emphasis on EYFS • A proven record of raising achievement • Experience of working with children with SEND • Excellent interpersonal skills • Ability to support parents/carers to improve outcomes for their children | <ul style="list-style-type: none"> • Extensive experience working with children with SEND • Experience of working with children with EAL |
| Subject Leadership | <ul style="list-style-type: none"> • Ability to be a subject leader within a Primary School. | <ul style="list-style-type: none"> • Experience in the successful coordination of a curriculum subject area • Experience of effective working with Governors (e.g. as Teacher Governor) |
| Personal Qualities | <ul style="list-style-type: none"> • Sense of humour • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Ability to work with a creative and engaged team • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • An understanding of the importance of working in partnership with other schools in the wider RLT to promote improvements in education for staff and children. | <ul style="list-style-type: none"> • The ambition to develop a leadership career in education |

The Interview Process



The selection criteria, job description, and person specification show the essential abilities and skills required for this opportunity. The selection panel will assess each candidate against the requirements listed in the person specification, expecting them to demonstrate knowledge and understanding of each area and to show evidence of having applied (or of being aware of how to apply) this knowledge and understanding in a primary school context.

The selection panel will include the Headteacher, Deputy Headteacher, Assistant Headteacher and our EYFS Phase Leader.

The panel will use the following assessment tools throughout the selection process:

- Application form via My New Term.
- Application Statement showing how you meet the selection criteria and explaining why you would like to work at Larkrise Primary School.
- Interview

- 10-minute presentation answering the following questions: How do your past and current experiences prepare you for the new role as a teacher at Larkrise? and What would you like to achieve in this role?
- Observing Teacher (at our school or your current class).

The application process will be open from Thursday, 26th March until Friday, 1st May at 6 pm. Please send via [My New Term](#).

Applications will be reviewed upon submission, and we reserve the right to consider and interview candidates as they arrive.

