

Job Description

Job Title: Class Teacher

Post Grade: M1 – UPS3

The Early Years Leader is a senior leadership post responsible for the strategic and operational leadership of the Early Years Foundation Stage (EYFS) provision at Our Lady & St Benedict Catholic Academy (Nursery – 30 place and Reception – 30 place). As a member of the Senior Leadership Team (SLT) the post-holder will drive outstanding provision, outcomes and pastoral care for our youngest pupils, ensuring that every child is known, loved and supported in line with the school's Catholic mission: "Loving, Learning and Looking Forward with Christ."

The role will:

- Lead, manage and develop nursery and reception provision to sustain and build on the school's outstanding practice and rapid progress from low starting points.
- Ensure exceptional early language, communication and oracy development (a strategic priority for the school), maximising the impact of Thrive to Five, NELI and other targeted interventions.
- Promote inclusive provision for pupils with SEND, EAL and those from socially deprived backgrounds so that all pupils make strong progress towards a Good Level of Development (GLD).

Maintain high standards of pedagogy, pastoral care and safeguarding in a context of complex need and high levels of pupil premium

Key Responsibilities and Duties

Strategic Leadership and SLT Contribution

- Sit on the Senior Leadership Team, contributing to strategic planning, whole-school improvement and leadership decisions.
- Lead the development, implementation and evaluation of the EYFS development plan, aligned to whole-school priorities and the MAC vision.
- Monitor and report on EYFS performance (progress and attainment), ensuring robust use of formative assessment and data to inform planning and interventions.
- Lead outreach and engagement with the parish, parents/carers and community to strengthen spiritual, moral and cultural development in the EYFS.

Early Years Operational Management

- Line-manage and deploy the outstanding, experienced Early Years team to ensure high-quality teaching and care across nursery and reception.
- Oversee day-to-day organisation of Nursery (30 places) and Reception (30 places), including timetabling, staff cover and resource allocation.
- Ensure the EYFS environment (including dedicated indoor spaces, excellent outdoor classroom, grounds and fields) is maintained, resourced and used effectively to support child development and play-based learning.
- Ensure high levels of pupil support (including targeted interventions and staffing ratios) are in place for children with SEND, EAL and those with limited early language.

Curriculum, Teaching and Assessment

- Design, lead and evaluate a coherent, sequenced EYFS curriculum that prioritises communication, language, literacy and personal, social and emotional development (PSED).
- Ensure evidence-informed approaches (NELI, Thrive to Five, 'Stoke Speaks Out', Time to Listen/Time to Talk) are embedded and monitored for impact.
- Promote high-quality talk and oracy across provision through teacher/ practitioner modelling, planned talk opportunities and assessment of language outcomes.
- Ensure formative assessment, observations and record-keeping meet statutory and school requirements and inform planning.

Inclusion, SEND and EAL

- Ensure EYFS provision is inclusive, meeting the needs of children with SEND and EAL; work with parents and external agencies to secure the best possible outcomes.
- Maintain oversight of children with EHCPs and ensure the school's successful practice in dual registration and specialist placement is sustained.
- Support staff in identifying and implementing high quality first teaching, targeted interventions and reasonable adjustments.

Pastoral, Family and Community Engagement

- Promote strong relationships with families, facilitating workshops (phonics, stay & play) and supporting parents in improving children's readiness to learn.
- Work with the Safeguarding Officers, SLT and external partners to support vulnerable families, referrals to social care and wider early help.
- Support sacramental preparation and the spiritual life of the EYFS in partnership with the RE leader, parish catechists and parents.

Staff Development, Performance and Recruitment

- Recruit, induct and develop Early Years practitioners, ensuring recruitment is inclusive and based on clear, fair criteria.
- Lead professional development for EYFS staff; use multiple sources of evidence (including coaching, work scrutiny, learning walks and moderation) to evaluate practice and support performance.
- Ensure appraisal and CPD processes are aligned to improving teaching quality and child development.

Health, Safety, Premises and Resources

- Oversee EYFS-specific health and safety, risk assessments and maintenance for indoor and outdoor provision.
- Manage EYFS resources and equipment prudently, considering opportunity costs and value for money; contribute to budget planning and monitoring for EYFS.
- Work with governors/MAC and business managers on admissions, staffing and EYFS budget priorities.

Accountability, Monitoring and Reporting

- Provide termly reports on EYFS progress and priorities to the Governing Body / Local Board and contribute to MAC reporting as required.
- Lead moderation of EYFS judgements internally and with local partnership schools to ensure reliability and accuracy of GLD outcomes.

Skills and Competencies

- Strong leadership and management skills appropriate to an SLT role in a primary setting (M1–UPS3), with the ability to inspire, manage and develop an outstanding Early Years team.
- Deep knowledge of EYFS statutory framework, child development, early language approaches and evidence-informed interventions (NELI, Thrive, etc.).
- Highly developed communication skills, able to model and coach adults in promoting oracy and language-rich environments.
- Ability to design and evaluate a sequenced early years curriculum that secures rapid progress from low starting points.
- Competence in using assessment and data to track progress, identify gaps and plan high-impact interventions.
- Strong understanding of inclusion, SEND provision, EAL needs and experience of working with external agencies and local authority processes (including applications for EHCPs).
- Excellent interpersonal skills for outreach with parents, parish and community partners, demonstrating empathy and cultural sensitivity in a context of high deprivation.
- Organisational skills to manage resources, risk assessments, premises (including outdoor learning spaces) and EYFS budgets.
- Commitment to the Catholic ethos and values of the school, demonstrating pastoral care, compassion and high professional standards.
- Proactive approach to safeguarding, legal compliance and multi-agency working.

Professional Development

- Access to SLT-level professional development within the Newman Catholic Collegiate and opportunities for NPQ/NPQSL or NPQ-EY leadership programmes.
- Regular coaching, mentoring and leadership support from the Principal and CSEL, with opportunities to attend network moderation, EYFS conferences and external training in early language and inclusion.
- Structured CPD plan aligned to school priorities (oracy, Thrive to Five, inclusion, SEND) and linked to appraisal objectives.
- Opportunities to lead whole-school initiatives and influence practice across the MAC, supporting career progression toward higher leadership roles.

Safeguarding

- Safeguarding is the school's highest priority. The Early Years Leader must demonstrate an uncompromising commitment to the protection and safety of children and colleagues.
- Be familiar with and implement statutory guidance (including Keeping Children Safe in Education) and local safeguarding procedures.
- Act as a role model for safe practice, ensure all Early Years staff are trained and compliant with safeguarding, maintain accurate records, and make timely referrals to the school's Designated Safeguarding Leads and external agencies where necessary.
- Work closely with the school's full-time and part-time Safeguarding Officers, and contribute to multi-agency safeguarding meetings and early help processes as required.
- Ensure safeguarding, health & safety, and safer recruitment practises are integrated into EYFS routines, staff induction and ongoing professional development.

Other Expectations

- Support and promote the Catholic distinctiveness of the school, modelling Christian values in relationships with pupils, staff, parents and the community.
- Undertake other duties commensurate with the role as required by the Principal and Governing Body.
- Comply with school policies on equality, data protection and confidentiality.

In a Catholic school the search for excellence is expressed in learning and teaching, which responds to the needs and aspirations of its pupils and acknowledges their individual worth as children of God.

DBS Checks

This post is subject to the Rehabilitation of Offenders Act 1974 (Exceptions) Amendment Order 1986 and, as such, it will be necessary for a Submission for Disclosure to be made to the Disclosure and Barring Service to check for any previous criminal convictions. Click here for further information.

Application forms are available to download from the school website (Vacancies)

www.ourladyandstbenedict.co.uk

To apply please complete the following documents:

- Support Staff Application Form
- Recruitment Monitoring Form
- Rehabilitation of Offenders Act 1974 – Disclosure Form

To arrange a school visit, please contact Mrs K Howard (Academy Manager): 01782 234646; email: khoward@olsbprimary.org.uk

Application packs can also be downloaded from the school website

Closing Date: 12pm on 18th September 2026

Interviews TBC