



The Sycamore
Church of England
Trust

Grow together, Learn forever

EYFS Lead – Radcliffe Hall CE/Methodist Primary School Recruitment Pack

Closing Date: 24th April 2026

Interview Date: 8th May 2026

Start Date: 1st September 2026



EYFS Lead

Working Hours:	32.5 hours per week
Base:	Radcliffe Hall CE/Methodist Primary School
Grade:	Main Payscale 3 to UPS3 with TLR2a
Contract:	Permanent

The Sycamore CE Trust is seeking to appoint an EYFS Lead who, under the direction of the Head Teacher, will take strategic responsibility for the Early Years Foundation Stage to secure:

- High-quality teaching across the phase
- Effective and efficient use of resources
- Improved standards of learning and achievement for all pupils, including strong progress towards the government target of **75% GLD**
- A clear, robust, and ambitious curriculum that is consistently implemented across EYFS

If you are ready for a new challenge, we want to hear from you!

What you can achieve with us:

- **Grow with us:** As our Trust expands, so do your opportunities meaning you can develop your role and progress your career as we grow together.
- **Make an impact:** Your initiative and ideas will help shape how we work and deliver real change within your school.
- **Experience variety:** No two days are the same, you will be supporting projects, solving problems, and making things happen.
- **Develop your skills:** Access Trust-wide CPD, support, and the chance to build your expertise across all operational areas within an educational environment.
- **Prioritise your wellbeing:** Benefit from an excellent pension package, confidential wellbeing services, online GP, physiotherapy, and more.
- **Feel supported:** Full training and ongoing support will be provided to the right candidate. If you have the drive and potential, we will help you succeed.
- **Join a great team:** Work with a collaborative, supportive team that values your contribution.

What you will do:

- Provide strategic direction for the EYFS unit
- Plan, prepare, and deliver structured lessons aligned with the EYFS curriculum.
- Provide support for the Head Teacher in preparing reports to share with the MAT or the Local Academy Committee

What you will bring:

- Expert knowledge of the EYFS Statutory Framework Excellent written, verbal and digital communication skills.
- At least two years teaching experience (this job is not suitable for an ECT)
- Experience working with pupils with SEND or EAL.

Ready to grow with us?

For an informal chat and to visit the school, contact Liz Cook (Head Teacher) on 0161 724 4928 (option 2)

Apply now—do not wait!

We may close early if we find the right person. Apply via Greater Jobs or our Trust website. **We are unable to accept CVs or paper applications**, please email recruitment@thesycamoretrust.co.uk if this causes you an issue.

Employees of the Trust have a responsibility for, and must be committed to, safeguarding, and promoting the welfare of children and young people and for ensuring that they are protected from harm.

Job Description

Post Title	EYFS Lead
Responsible to:	Head Teacher and Trust Leadership Team
Location:	Radcliffe Hall CE/Methodist Primary School Trust wide working may be required.

Main Purpose of the Role

In addition to:

Fulfilling the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document

Meeting the expectations set out in the Teachers' Standards

The EYFS lead, under the direction of the headteacher, will take lead responsibility of the EYFS to secure:

High-quality teaching

Effective use of resources

Improved standards of learning and achievement for all including significant progress towards the government target of 75% GLD

Ensure that a clear, robust and ambitious curriculum is being used across the phase

Special Conditions of Service

- Attendance at evening meetings may be required.
- Staff may be deployed at other schools within the Trust, should the need arise.

Immediately Responsible for:

Teachers and Teaching Assistants within the EYFS

Core Responsibilities and Tasks

Leadership Responsibilities

Strategic direction

- Develop and implement policies for the EYFS in line with our school's commitment to high-quality teaching and learning
- Have a good understanding of how well the EYFS is being delivered and the impact on pupil achievement
- Consult pupils, parents/carers and staff about the EYFS and its effectiveness, and assess the feedback against the school's vision, values and aims

Job Description

- Work with the special educational needs co-ordinator (SENCO) and inclusion lead to ensure the curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
- Work with subject leaders to understand how their subject is developed in the EYFS
- Liaise with the multi-academy trust on EYFS-related projects and activities
- Share outstanding EYFS practice, knowledge and expertise throughout the school as appropriate
- Be in ethos with the Christian values and foundation of the school

Leading the curriculum

- Develop and review regularly the vision, aims and purpose for EYFS
- Monitor changes to EYFS teaching, learning and school improvement, and share with staff as appropriate
- Oversee the planning of a curriculum that:
 - Is diverse, inclusive and representative of our school community
 - Meets the needs of all pupils and the requirements of the EYFS framework
 - Is well sequenced to promote pupil progress towards the early learning goals (ELGs)
 - Is effectively and consistently implemented across the EYFS
- Make sure there is an effective system of assessment that meets the requirements of the EYFS framework and tracks the progress of pupils to check that the curriculum has a positive impact on learning
- Have an overarching responsibility for pupils' achievement and standards in the EYFS

Leading and managing staff

- Hold regular team meetings regarding the EYFS to keep staff informed of developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the EYFS
- Monitor teaching and learning to assess how well the EYFS is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the EYFS
- Take a leading role in inducting new EYFS staff and making sure they uphold expected values and teaching standards
- Coach and model team teaching
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises

Communication and Liaison

- Act as a key point of contact for parents, staff, and external agencies.
- Manage school communications (newsletters, emails, website updates).
- Monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate

Efficient and effective deployment of resources

- Provide support with reading and library books in the EYFS
- Create a safe, welcoming environment and take care of the classroom accommodation

Job Description

- Audit the indoor and outdoor learning spaces in the EYFS to evaluate the quality of the overall learning environment
- Ensure resources used are diverse, inclusive and accessible
- Provide support with classroom displays for the EYFS across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
- Support continuous provision in the EYFS, which allows pupils to play independently and gives them a sense of ownership over their environment
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Work with the Headteacher to manage the EYFS budget effectively to ensure it is spent on resources that add value and enhance the learning experience

Working with stakeholders

- Provide support for the Headteacher in preparing reports to share with the MAT or the Local Academy Committee
- Be the first point of contact (after class teacher) for any concerns raised by EYFS parents/carers
- Work with EYFS leads across the Trust

Classroom Responsibilities

Teaching & Learning

- Plan, prepare, and deliver structured lessons aligned with the EYFS curriculum.
- Adapt teaching methods and adjust activities to meet the diverse needs and learning styles of pupils.
- Use a range of resources, including digital tools, to enhance learning.
- Ensure pupils can access learning activities through specialist support e.g. curriculum/SEN specialism
- Provide home learning opportunities and work with parents to support their child's progress

Assessment & Progress

- Assess pupil progress through observations and tasks as directed by the Headteacher.
- Track attainment and maintain accurate records.
- Identify and support pupils with additional learning needs.
- Prepare reports for parents, carers, and the Headteacher.

Classroom & Behaviour Management

- Create a positive, inclusive classroom environment.
- Promote good learning habits, attendance, and punctuality.
- Deal promptly with conflict and incidents and encourage pupils to take responsibility for their own behaviour in line with established school policy.

Safeguarding & Pastoral Care

- Ensure the safety and well-being of all pupils.
- Recognise and report safeguarding concerns according to statutory guidelines.
- Build positive relationships with pupils to support emotional development.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the EYFS leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Job Description

Corporate Responsibilities

All employees of The Sycamore CE Trust have a responsibility for, and must be committed to, safeguarding, and promoting the welfare of children and young people and for ensuring that they are protected from harm.

In addition, we expect all employees to:

- Be aware of, support and contribute to the ethos and values of the Trust.
- Recognise own strengths and areas of expertise and use these to support and advise others.
- Participate in training and other learning activities and performance development as required.
- Familiarise themselves with, and adhere to, all relevant Trust Policies and Procedures
- Comply with the Trust's Health and Safety requirements.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional to Note

This is an outline job description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any other reasonable duties as directed by the Trust. Duties may be subject to periodic review, in consultation with the postholder, to reflect the changing work composition of the Trust.

Person Specification		
Qualifications, Knowledge, Skills, and Experience	Essential or Desirable	Assessment Method
Qualifications and Training		
Qualified Teacher Status (QTS).	Essential	Application Form, Interview, Reference
Degree or equivalent qualification relevant to teaching.	Essential	
Evidence of ongoing professional development.	Essential	
Paediatric First Aid Training or willingness to undertake	Essential	
NPQEYL or NPQSL	Desirable	
Additional training in SEND, phonics, or curriculum specialisms.	Desirable	
Knowledge and Experience		
At least two years teaching experience (this job is not suitable for an ECT)	Essential	Application Form, Interview, Reference
Experience of teaching in reception or nursery	Essential	
Experience using a range of strategies to support varying abilities and learning styles.	Essential	
Experience of supervising other staff and delegating work	Essential	
Experience working with pupils with SEND or EAL.	Essential	
Experience using formative and summative assessment to track progress.	Essential	
Experience of contributing to a School Development Plan	Desirable	
Expert knowledge of the EYFS Statutory Framework	Essential	

Person Specification		
Qualifications, Knowledge, Skills, and Experience	Essential or Desirable	Assessment Method
Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve	Essential	
Awareness of local and national organisations that can support with delivering the EYFS	Essential	
Ability to adapt teaching to meet pupils’ needs	Essential	
Ability to build effective working relationships with pupils	Essential	
Knowledge of guidance and requirements around safeguarding children with particular reference to the EYFS	Essential	
Expert knowledge of early childhood and how children learn and develop	Essential	
Skills, Abilities & Personal Qualities		
Ability to plan engaging opportunities for pupils’ learning	Essential	Application Form, Interview, Reference
Strong communication skills with pupils, colleagues, and parents.	Essential	
Ability to create an inclusive, supportive, and stimulating learning environment.	Essential	
Extremely effective classroom and behaviour management skills.	Essential	
Strong organisational skills and ability to meet deadlines.	Essential	
Ability to use assessment data to inform future teaching.	Essential	
Use of ICT for administration purposes: current Windows based packages including Microsoft Word, Excel, Outlook, and PowerPoint	Essential	
Awareness of confidentiality and ability to deal appropriately with sensitive or difficult situations	Essential	
Display the highest levels of integrity and complete discretion and trustworthiness.	Essential	

Person Specification		
Qualifications, Knowledge, Skills, and Experience	Essential or Desirable	Assessment Method
Ability to contribute creatively to wider school life (e.g., clubs, events, enrichment).	Desirable	
Passion for teaching and commitment to pupil progress.	Essential	
Positive, enthusiastic, and approachable manner.	Essential	
Resilience, flexibility, and ability to adapt to changing needs.	Essential	
Strong sense of responsibility and professionalism.	Essential	
Commitment to equality, diversity, and inclusion.	Essential	
Confident, authoritative, and able to work productively with a wide range of staff, parents and pupils	Essential	
A commitment to safeguarding and promoting the welfare of children	Essential	
Willingness to take part in whole-school development opportunities.	Essential	
Desire to engage in reflective practice and continuous improvement.	Essential	
A Christian faith or a willingness to support the Christian ethos of the school	Essential	