Hugh Gaitskell PRIMARY SCHOOL

One World, One School











Early Years Leader Application Pack

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Early Years Leader

Dear Applicant,

May I take this opportunity to thank you for the interest that you have shown in the post of Early Years Leader at Hugh Gaitskell Primary School.

As an initial introduction to school I would invite you to visit the school's website which can be found at https://www.hughgaitskell.leeds.sch.uk. We would encourage and welcome you to visit Hugh Gaitskell Primary School in order for you to experience, first-hand, the vibrancy of our unique school.

Hugh Gaitskell Primary School is a large, three form entry primary school and 72 place nursery situated close to the centre of Leeds. Our motto, 'One World, One School', reflects our inclusive ethos and our desire to provide a high-quality and creative education that both challenges and inspires children of all abilities. The intake to the school is a wonderful mix of ethnicity, race, culture and socio-economic backgrounds. The children have a wide range of needs, including those with Special Educational Needs and English as an Additional Language. We believe in making learning exciting and our curriculum is knowledge and skills-based.

Throughout the school we have a dedicated team of professionals. They provide an unwavering commitment to the children, supporting them to become powerful and strong. The staff ensure the children's safety is at the heart of all they do. They promote resilience, aspiration, confidence and collaboration. I am committed to the continuing professional development of our staff and many have been appointed from within.

We believe in a learning environment for all in which everyone has a part to play and a contribution to make. Parents are made welcome and there is an ongoing dialogue between staff and parents which is established in the Early Years Foundation Stage and continues throughout the school.

We are seeking applications from outstanding candidates who have a substantial record of successfully leading an Early Years team. Working in strong partnership with the Senior Leaders, they will also have the vision and leadership skills to build upon our strengths, in order to meet the challenges and opportunities of the future.

Yours sincerely,

Mrs Kate McNulty
Headteacher

Vision and Values

Together we will make the world a better place

Every child deserves a champion:
an adult who will not give up on them, who understands the power of connection and insists they become the best they can possibly be.
Alongside parents, we are that champion.
And it doesn't matter how much it takes, how easy or hard it might be because our passion is to champion every child that comes here.
We are their cheerleaders, their coaches, their biggest fans.
Our children live in a diverse world, a more connected world where they will meet people from all over the globe and speak different languages.
That world lives in our school.
We champion that diversity, we celebrate it, because it makes us all richer through new experiences, new adventures, new friends,
but it also teaches tolerance, understanding and respect.
One world, one school.
Our children will have a voice and they will become the champions of others, their community and their world.
They will make the world a better place.
They will say:
I have things to do, people to impress and places to go.
I will be a better person when I leave-
I am powerful and I am strong.

At Hugh Gaitskell Primary School, our intention is that our curriculum extends opportunity, raises aspiration, opens children's eyes to the world beyond their immediate environment, enables our children to live happy, healthy and productive lives and inspires children to learn more. For children with special educational needs, the curriculum is mediated and adapted by the class teacher, supported by our skilled and knowledgeable special needs coordinators and pastoral team. We believe our curriculum prepares the children well for their secondary education and has inspired them to find out more about the world around them. We aim to provide our children with the cultural capital they need to succeed in life.

Our vision is to ensure that our children are able to overcome extreme rates of mobility, poverty of expectation, individual needs, limited life experiences and, for a significant proportion of our pupils arriving from abroad, limited experience of life in Britain.

We encourage our children to learn whilst having fun. We want to help each child to become a caring, confident and curious young person who has a passion for learning in order to prepare them to embrace their bright futures- they will be powerful and they will be strong.

We will do this by supporting, nurturing and inspiring our children through quality-first teaching strategies and providing a wealth of opportunities to enrich their life experiences.

By working with our families, we create an aspirational environment where everyone is valued and successes are celebrated.

Early Years Leader

Job Title: Early Years Leader
Job start: 1st January 2026 - or as soon as possible
Salary: MPS/UPS + TLR (to be agreed with the successful candidate)
Location: Leeds, West Yorkshire
Contract type: Full Time, Permanent

We are seeking to appoint a talented, dedicated and inspirational Early Years Leader who will share our determination to transform the life chances of our wonderful pupils. We need someone who is passionate about bringing the classroom to life, up for a challenge and can work flexibly and creatively to reshape the Early Years provision for the future. This is an exciting opportunity to take a pivotal leadership role in a vibrant, inclusive and diverse primary school.

Does this sound like the perfect EYFS Leader role for you? If so, please read below to find out more information!

Interested candidates will:

- provide an example of excellence as a leading classroom practitioner and inspire and motivate staff in all areas of the EYFS curriculum
- have an excellent knowledge and a sound understanding of the new early years framework
- be enthusiastic, resourceful and committed to ensuring the highest possible standards of achievement and personal development, supporting every child to flourish
- work within the leadership team to sustain high expectations and excellent practice in teaching and learning throughout the school
- be an excellent role model exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- provide a safe, calm and well-ordered environment focused on the safeguarding of all pupils
- promote positive and inclusive relationships with pupils, parents and the wider community
- demonstrate the ability to provide a safe and nurturing environment, upholding our ethos of 'every child deserves a champion'
- be pragmatic, resilient and have a good sense of humour

We can offer you:

- delightful children who care about each other and are enthusiastic about their learning;
- the opportunity to work in a diverse, inclusive and vibrant community;
- a positive, strong and forward thinking leadership team;
- highly-talented, motivated and friendly staff;
- an ambitious and supportive Governing Board and community;
- an extensive wellbeing offer for staff, pupils and families and a Leadership team who promote wellbeing and academic success equally;
- a well-resourced and attractive environment;
- quality-first professional development and career enhancement opportunities;

Visits to the school are warmly welcomed and actively encouraged but you will not be disadvantaged if you are unable to visit. If you would like to visit, please contact Bronagh McKinney on recruitment@hg-ps.org

Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check. The details of the DBS Code of Conduct can be found here:
https://www.gov.uk/government/publications/dbs-code-of-practice

We promote diversity and want a workforce which reflects the population of Leeds.

This role is based in the UK. Employment is conditional on confirmation of the right to work in the UK - either as a UK or Irish Citizen, under the EU settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply.

If shortlisted, you will be asked to complete a self-disclosure form which would be destroyed if you were unsuccessful. Further information can be found on our website.

References

Please note if shortlisted, we will contact your referees.

Online search
Please be aware that in line with Keeping Children Safe in Education (KCSIE), we will undertake an online search for all shortlisted candidates.

This role is based in the UK. Employment is conditional on confirmation of the right to work in the UK - either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply.
If you are currently living overseas or have lived / worked overseas in the last five years please be aware that you will be required to provide an overseas criminal records check from the country/countries you have resided in, if you are the preferred candidate for the post.

Regards,

Mrs. Kate McNulty
Headteacher
Hugh Gaitskell Primary School

Key Dates in the Recruitment Process:

Application Closing Date and Shortlisting
Closing Date & Shortlisting: **Monday 20th October 9am**



Recruitment Day
Tuesday 21st October

Early Years Leader Job Description

Job Title: Early Years Foundation Leader
Job start: As soon as possible
Salary: MPS/UPS + TLR (agreed with the successful candidate)
Location: Leeds, West Yorkshire
Contract type: Full Time, permanent

LEADER DUTIES

1. Responsibilities as Early Years Leader

- To effectively lead and manage the Early Years Foundation Stage
- To ensure the smooth running of the EYFS phase on a daily basis
- To set an excellent example of effective teaching and learning, including assessment, planning and classroom management
- To provide an excellent example of high expectation of children's attainment
- To monitor pupil progress within the EYFS and be responsible for outcomes
- To support colleagues in the EYFS in improving their own practice including modelling effective practice
- To develop good practice within the school by initiating ideas, encouraging others and working with the Senior Leadership Team to create a stimulating, learning environment in which ideas are freely exchanged and problems are shared
- To ensure that the EYFS Team follows all agreed school policies and procedures and bring any concerns to the Senior Leadership Team
- To constantly seek and implement strategies which will bring about improvement in the school, in line with the school improvement plan
- To manage assessment across the EYFS and to take responsibility for reporting assessment outcomes to the Headteacher
- To support the process of target setting across the EYFS and monitor progress
- To carry out lunchtime responsibilities if required
- Responsibility to develop staff rotas and timetables alongside other Leaders

2. Strategic Leadership and direction

- Work within the leadership team to agree the school's vision, aims, priorities, targets and action plans.
- To be a leader in the implementation of school policies and practices and promote the school's commitment to high achievement, effective teaching and learning.
- Lead in the creation and implementation of the school improvement plan and EYFS action plan
- Plan for and assess impact of actions to improve pupils' learning using knowledge of the EYFS framework, National Curriculum, schools' policies and schemes of work.
- Establish short, medium and long term strategic plans.
- Involve all staff as appropriate in the work of the EYFS team.

3. Teaching and Learning

- Monitor and assess curriculum planning undertaken by staff in the EYFS.
- Monitor and evaluate the impact of all improvement activities on the quality of teaching and learning
- Provide the Senior Leadership Team and Governors with relevant subject, curriculum area or pupil performance evaluation evidence
- Lead a curriculum subject.

4. Leading and Working with People

- Identify own needs and demonstrate effective personal and professional development
- Use target setting constructively to motivate and encourage staff and pupils
- Line management responsibility: managing professional development and review through the appraisal process of staff within the EYFS.
- Lead regular meetings to disseminate information and inspire improvement
- Communicate effectively with professional integrity within and beyond the school community
- Provide a positive role model for teachers and pupils
- Evaluate and report on the effectiveness of practice in the school, suggesting areas and issues for further improvement
- Build and maintain effective teamwork with high expectations of outcomes.

5. Effective deployment of staff and resources

- Support the Senior Leadership Team in the deployment of staff and support those staff in their duties
- Ensure that the Foundation Stage areas of school are orderly, and displays are of a high quality
- Ensure that supply staff in the EYFS are clear about their roles – including teaching, timetables, rotas, support, etc.
- Liaise with the Leadership Team and SENDCo to manage support staff teams within the EYFS with regards to 1:1 support and intervention

6. Professional

- Maintain broad and current knowledge of teaching and learning and disseminate this to other teachers
- Disseminate examples of effective planning, teaching and assessment practice across the school
- Observe colleagues teaching (through appraisal and monitoring) and provide evaluative feedback on the effectiveness of their teaching strategies, to bring about further improvement
- To take accountability for management and organisational decisions as delegated by the Headteacher
- To evaluate the impact of management and organisational decisions made and share this with other staff.

7. Communication and Community Links

- Fully support the life and work of the school
- Develop and maintain positive and effective relationships with parents, the local community and governors
- Develop and maintain links with advisors and support services.

CLASS TEACHER GENERAL DUTIES

In addition to the general requirements printed in the latest "School Teachers' Pay and Conditions Document," your general duties as a class teacher at Hugh Gaitskell Primary School must be adhered to:

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 behaviours which are expected of pupils.

2. Promote good progress and outcomes by pupils

• Be accountable for pupils' attainment, progress and outcomes

• Plan teaching to build on pupils' capabilities and prior knowledge

• 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.

3. Demonstrate good subject and curriculum knowledge

• Have a secure knowledge of the relevant subjects 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

• Demonstrate a clear understanding of appropriate teaching strategies for mathematics

• Keep abreast of national / local initiatives.

• Manage a budget for areas of responsibility.

4. Plan and teach well-structured lessons

• Impart knowledge and develop understanding through effective use of learning 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 areas.

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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 in line with the school policy and procedures, 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, attending events and taking part in clubs after school

• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

• Attend and occasionally lead staff meetings and assemblies

• 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, including at parent's evenings

• Prepare reports for parents and other agencies

• Participate fully in Teacher Appraisal procedures.

A leader at Hugh Gaitskell Primary School 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.
- Regarding 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 belief
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Having proper and professional regard for the ethos, policies and practices of the schools and maintain high standards in their own attendance and punctuality.
- Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Participate in discussions leading to the development of whole school policies.

Early Years Leader
PERSON SPECIFICATION

Essential	Desirable
Professional Qualifications and Training	
• Qualified Primary Teacher status • Evidence of further professional development in Early Years Foundation Stage	• Qualified Primary Teacher status with early years focus • Post graduate study in the Early Years Foundation Stage
Experience	
• A record of excellent classroom practice in the Early Years Foundation Stage • Leadership experience and the Involvement in the implementation of whole school initiatives • Experience of effective involvement of parents in their children's education • Successful implementation of quality assessment techniques to inform teaching and learning • Experience of involvement in transition between one or more of the following, home-EYFS and EYFS-KS1.	• Curriculum leadership and management • Successful teaching experience in KS1 • Successful experience of working with vulnerable children from a range of backgrounds and with a variety of learning needs • Involvement in monitoring the quality of Teaching and Learning • Leading and delivering training • Experience of teaching and caring for children 0-5 years
Knowledge, skills and abilities	
• Evidence of parental involvement to improve quality of children's learning • Excellent interpersonal and communication skills at all levels • Ability to secure high standards of pupil achievement and behaviour in the Early Years Foundation Stage • The ability to demonstrate a positive attitude and to develop and maintain positive and supportive professional relationships with children, staff, parents and governors • Ability to work as part of an effective leadership team • A thorough knowledge and understanding of how children learn in the Early Years Foundation Stage and how learning at this stage affects pupils' future learning • Ability to provide a broad, balanced, relevant and creative Early Years Foundation Stage curriculum • Ability to influence the quality of teaching and learning • Ability to inspire, lead and motivate the children and staff in the pursuit of excellence	• Evidence of managing the performance of staff • Evidence of successfully inspiring and challenging others to raise performance and standards

• Ability to develop staff and manage their performance • A thorough grasp of current educational issues • Ability to analyse, understand and interpret Early Years Foundation Stage performance data • Confident user of ICT & evidence of the strategic use of data • Secure working knowledge of the EYFS, the National curriculum and their assessment, recording and reporting requirements • Excellent organisational and time management skills and an ability to prioritise effectively	
Personal Qualities	
• An outstanding passion and drive for raising standards of teaching and learning • Commitment to equal opportunities • Positive, energetic, enthusiastic and resilient, thrives on challenge • Ability to maintain confidentiality • The ability to effectively lead a team of teaching and support staff • Commitment to personal and professional development • Commitment to whole school improvement • Moral purpose (Equality, children and adults treated with respect) • Excellent communicator (Listening, putting a message across) • Child centred • Resilient • Integrity • Self-motivated and able to motivate others • Enjoys challenge • Works to deadlines • Enthusiastic and optimistic • Excellent problem solving/analytical skills • Self-awareness, knowledge of strengths and limitations	