

Early Years Foundation Stage Phase Leader and Reception Class Teacher

St Augustine's CE Primary School

Applicant Pack

'Pupils and adults embody a culture of empathy and support. Members of the community thrive and grow together in faith, hope, and love.' (January 2025 SIAMS inspection report)

About St Augustine's Federated Schools

We are a multi-cultural, multi-faith school with a distinctive Christian ethos. In October 2019 the High School and St Augustine's Primary School joined together in a federation to create St Augustine's Federated Schools known as SAFS.

St. Augustine's is a vibrant and popular primary school for children aged 3-11 in Kilburn, where we encourage everyone, to "be the best that we can be". Our children come from a range of cultural, social and economic backgrounds and the majority live within walking distance of the school. We are a warm and friendly school with a strong sense of community and family and excellent links to our parish. Our pupils enjoy their school lives, and we try to ensure that decisions are made in the best interests of the pupils or to improve their learning.

It is our aim that all pupils leave us with the skills and abilities required to be lifelong learners and positive role models in the community. We are aiming to prepare them to be citizens of the world by teaching shared values and an understanding of the world around them.

Our Christian & Shared Values

St. Augustine's is an inclusive, happy and vibrant learning community that aims to ensure that every student achieves and experiences as much joy as possible during their time with us. By working in partnership with parents and carers, we have confidence that our pupils will practice courage and perseverance in achieving their hopes and aspirations. However, we also recognise that children need to build character from within and have good role models. We support this through promoting our explicit Christian values.

Who We Are

We want all our community to have equal opportunities to experience "Life in all its fullness (John 10:10)." We are a highly inclusive, voluntary aided, Church of England school, which takes a unique trauma informed approach to pupil behaviour, engagement and wellbeing. This vision drives us to constantly seek ways in which we can positively impact on the life chances of our pupils.

We were founded in 1870 by the parish of St Augustine, Kilburn through Fr. Kirkpatrick, the first vicar, and Mother Emily Ayckbown of the Community of Sisters of the Church.

Today the school maintains its strong links with the parish and the local community. We are a co-educational 3-11 school, actively welcoming pupils whose heritage is from all over the world, whatever their background, belief or ability level. Diversity is our strength, and it is embraced and celebrated here. Our staff come from all backgrounds and walks of life and all members of our community work hard to provide a caring, safe, positive and happy learning environment. We are committed to providing a fair, equitable and mutually supportive learning and working environment for pupils and staff.



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From our Head of Federation, Eugene Moriarty



Thank you for your interest in St. Augustine's Church of England Primary school, part of St Augustine's Federated CE Schools. We are a multi-cultural, multi-faith school with a distinctive Christian ethos who in October 2019 joined with the St Augustine's High School to create St Augustine's Federated Schools, known as SAFS.

Every pupil at St. Augustine's is treated as an individual, who we have the highest expectations of in terms of character and educational outcomes. Our motto is "Be the Best that we can be" and we support all of our community to achieve this.

Our recent Statutory Inspection of Anglican and Methodist Schools (SIAMS) 'The school is a community, fostering an enriching culture where everyone is cared for and valued.' (SIAMS 2025). We believe that being part of the Federation offers many benefits to both schools and that together we are stronger and better enabling us to share expertise and professional development opportunities across staff teams and to recruit and maintain high quality teaching and support staff at all levels.

From our Head of Primary School, Ruth Vince



Welcome to St Augustine's CofE Primary School, part of St Augustine's Federated CE Schools, where we want everyone – pupils and adults - 'to be the best we can be'. We are a one form entry Christian Primary school, serving a multi-cultural, multi-faith community for pupils aged between 3-11 years of age. St. Augustine's Primary School provides a safe, nurturing and inclusive environment where all pupils can thrive academically, socially and emotionally. I would be delighted to welcome you to the school and encourage you to visit us for a tour of our school.

Our mission is to help all of our children to be the best they can be in every aspect of their lives and we are committed to ensuring that every pupil has the opportunity to reach their full potential. At the core of our school vision is a determination to foster, in all children, a love of learning that will endure long after they leave, enabling them to become life-long learners and positive role models in the community. We aim to empower each pupil to develop their unique abilities, interests and talents through a challenging and engaging curriculum and a supportive and inclusive community. We are committed to transforming the lives of all our pupils, through our Christian Virtues of Faith, Hope and Love.

Our school population is wonderfully diverse and is comprised of pupils from a very wide range of nations, ethnicities and cultures, who speak many different languages in addition to English. This makes St Augustine's an exciting place to make new friends with families from all over the world. We provide a nurturing environment, developing the emotional, spiritual, social and physical well-being of our pupils and are proud of the fact that many parents and children describe St Augustine's Primary School as their 'second family'.

St Augustine's is a fantastic place to work – our culture is collaborative and supportive and everyone supports each other in all sorts of ways, whether sharing ideas, discussing planning or just being a friend. We promote mutual understanding and respect between all members of our school community and focus on the fact that we are each part of the St Augustine's family.

I hope this pack provides you with all you need to move forward with your application. If you have questions, please contact Ruth Vince, Head of Primary RVince@stapprimary.org. We look forward to receiving your application.



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Our Benefits

We value the hard work and dedication of all our staff and the impact it has on our ability to achieve our aims and goals. No matter what your role, by joining St Augustine's Federated Schools, you will be making a difference to the lives of young people in our community and the Federation. St Augustine's has a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level.

You will also have access to a variety of benefits, support programmes and initiatives including:

- Excellent opportunities for continuous professional development and support to progress your career
- Pension scheme (Teachers' Pension Scheme or Local Government Pension Scheme) with generous employer contribution
- Lifestyle friendly working arrangements and policies
- Employee Assistance Programme for free and confidential advice
- Cycle to work salary sacrifice scheme
- Interest-free season ticket loans
- Contribution of £20 towards eye tests and £65 towards frames/lenses
- Staff Well-Being Programme
- Free social events for staff
- Staff Well-being weeks and regular staff consultation

Federation Ethos & Expectations

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post and to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description
- To engage actively in the performance review process, addressing appraisal target set in conjunction with the line manager each Michaelmas Term
- To participate in training and other professional development learning activities
- To promote equal opportunities and celebrate diversity in all aspects of the Federation
- To play a full part in the life of the Federation community, to support its distinctive aims and ethos and to encourage other staff and pupils to follow this example
- To support and attend Federation events and support our Church of England vision and ethos
- To adhere to the Federation's Dress Code
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the Federation's Safeguarding/Child Protection policies
- To be aware of, comply with and promote all Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The Federation will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).
- Following consultation with you, this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.



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Job Description

Job Title:	EYFS Phase Leader and Reception Class Teacher
Line Manager:	Head of Primary School
Line Management Responsibility:	Confirmed on appointment
Responsibility to:	Provide leadership and management of the school's EYFS phase
Term:	Permanent/Full time
Salary:	Inner London Leadership Pay Scale 2-7

Main purposes of the job

The Phase leader will be responsible for providing leadership and management of the school's EYFS curriculum, delivering high-quality teaching and effective use of resources. They will work to improve learning standards and achievement for all pupils, while also carrying out their duties as a classroom teacher.

As a EYFS Phase leader, they will contribute to whole-school self-evaluation and school improvement planning, and be responsible for mentoring and developing staff within the EYFS. They will offer guidance and support to EYFS teaching staff, modelling best practices and showing up-to-date knowledge of current theory and practice.

The EYFS Phase leader will be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document, including planning and teaching lessons, assessing pupils' progress, and managing behaviour effectively.

Duties and Responsibilities

Strategic development

- Contribute to strategic decision making, working with school management to share expertise and insight, and help shape the school's vision
- Set high expectations for all pupils in the EYFS and inspire and motivate staff and pupils to reach and maintain high standards
- Lead staff by setting standards through personal classroom practice, demonstrating different strategies to deliver improved pupil performance in the EYFS
- Provide guidance and support to staff within the phase, working in partnership with parents and the community, keeping them informed and involved in pupils' learning
- 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
- Use this understanding to feed into the school development plan (SDP) and produce an action plan for the EYFS
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values
- Work with the special educational needs co-ordinator (SENCO) 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
- Share outstanding EYFS practice, knowledge and expertise throughout the school as appropriate

Teaching and learning

- Develop and review regularly the vision, aims and purpose of the 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 and inclusive
 - 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)



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- Is effectively and consistently implemented across the EYFS
- Work with other teachers to review the curriculum and make sure there is continuity and progress
- 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

- Establish short-, medium- and long-term plans for developing and resourcing the EYFS curriculum
- Develop the school's approach to assessment within the EYFS and lead strategy to improve the quality of teaching and learning
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
- Take a leading role in inducting new EYFS staff and making sure they uphold expected values and teaching standards
- Monitor the quality of teaching and learning within the EYFS (e.g. through observations, analysing performance data, etc.)
- 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
- Monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate

General duties

- Develop own professional knowledge and skills through courses and reading, aligning with school's ethos and current strategic needs
- Attend meetings according to school policy and lead where required
- Where required, lead whole school and key stage assemblies
- Where required, prepare and deliver reports to relevant groups (governors, parents, etc)
- Manage the EYFS budget effectively to ensure it is spent on resources that add value and enhance the learning experience

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.



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Person Specification

CRITERIA	QUALITIES	
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Evidence of professional development relevant to this role 	<ul style="list-style-type: none"> • Essential • Essential
Experience	<ul style="list-style-type: none"> • Teaching within the EYFS phase, including evidence of outstanding teaching directly linked to delivery within the phase • Team leadership, including during school development and/or improvement • Responsibility for whole-school key stage leadership or equivalent, providing strategic and practical oversight • Developing and delivering staff development programmes • Implementing teaching and learning strategies to improve quality and pupil attainment 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Essential
Skills and knowledge	<ul style="list-style-type: none"> • Expert knowledge of legislation and guidance on curriculum requirements and EYFS delivery • Outstanding classroom practice, constantly showing a positive and resilient approach to pupils and staff • Excellent communication and organisational skills • Good IT skills • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships with staff and other stakeholders 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Essential • Essential • Essential
Personal qualities	<ul style="list-style-type: none"> • High expectations for all pupils and belief in bringing out the best in all • Commitment to upholding and promoting the ethos and values of the school • Commitment always to act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • A commitment to safeguarding and equality and promoting the welfare of young people • Good attendance and punctuality • Resilience, energy and enthusiasm • Adaptability to changing circumstances and new ideas • Committed to the ethos and values of the school • Willingness to be flexible and take on additional duties as and when require. 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential • Essential



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Equal Opportunities	<ul style="list-style-type: none"> • A commitment to equal opportunities, awareness of diversity issues and working in a positive and non-discriminatory way • A commitment to working in a multi-cultural environment and with students from diverse backgrounds and abilities • A commitment to working in a flexible and collaborative manner with all members of the school community • Ensure implementation and promotion in employment and service delivery of the School's equal opportunities policies and statutory responsibilities. 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential
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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from their Line Manager, SLT or Headteacher to undertake work of a similar level that is not specified in this job description. It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.



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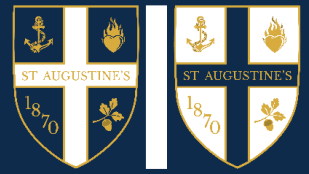
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Applying For the Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date on our application form (CVs are not accepted).

Thank you for your interest in the St Augustine's Federated Schools. We look forward to receiving your application.

How To Apply

Please visit <https://www.staprimary.org/about-us/our-current-vacancies/> to download our application form. Completed applications should be sent by email to applications@stahigh.org

The closing date for applications is Friday 17th April (12noon). Interviews will take place during the week commencing 27th April 2026.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A supporting statement

Help and Support

If you have any queries, or for help and support completing your application, please contact applications@stahigh.org

Safeguarding Notice

The St Augustine's Federated Schools are committed to ensuring the highest level of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed.