

Stobhillgate First School EYFS Lead – January 2027 Recruitment Pack



The Cheviot Learning Trust

Cheviot Learning Trust was created in 2023 from a merger of Tyne Community Learning Trust and Three Rivers Learning Trust. The new Trust will enable our high quality staff from across all of our schools to cooperate through professional and innovative networks that develop the educational excellence all of our students deserve. We educate over 5500 students across 18 schools between the ages of 2 and 19 and employ over 750 staff. We are a charity supported by over 150 governance volunteers who hold us to account in their role as critical friends. We are proud Northumbrians; more than happy to welcome schools to join us from inside or outside Northumberland. All of the schools have a long and proud history of

providing an excellent education service to their local populations. We are seen locally as a centre of educational excellence and were selected to be the Teaching School Hub for Newcastle, Northumberland & North Tyneside. We recognise the mutual benefits to our Learning Trust through reciprocal staff development opportunities, training events, and the generation of new ways of working through system leadership. Through our teaching, we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The Cheviot Learning Trust mission

Our core purpose is to advance education for the public benefit. We believe that each school in the Trust family has unique qualities to share and unique challenges to be resolved. Deep collaboration is a key Trust expectation that helps us to deliver significant benefits for the students, the staff and the schools that form the Trust. Each school is stronger in the Trust family; delivering a better education for the public good than if they were outside the Trust.

Our vision

Our purpose is to deliver excellent education for the benefit of all and our mission is to develop all our young people to have the opportunity to succeed.

Our values

Everything we do is based around the values that we hold dear:

- **Innovation:** We're here to shape the future, which is why we all have a responsibility to be thinking about the big issues of tomorrow.
- **Cooperation:** We nurture the relationships that we've built over many years and we know by working together we can achieve more than we can alone.
- **Respect:** We take the time to understand and make decisions and have due regard for the feelings, wishes and rights of others.
- **Excellence:** We will always strive for continuous improvement and will produce the best solutions and deliver the best services possible.

About Stobhillgate First School

Stobhillgate First School is situated in the beautiful, historic market town of Morpeth. We are a small school with a big heart and are passionate about creating innovative learning experiences for all. The school's defining principles of Excellence, Inspiration, Collaboration and Empathy are at the heart of everything we do. At Stobhillgate First School, we are passionate about developing the whole child and nurturing a love for learning.

A parent recently explained that: 'As a parent at Stobhillgate, I love how much my child enjoys coming to school every single day. She skips to school and can't wait to be here. It's a Supportive nurturing environment, where children are happy to learn'.

The children that attend Stobhillgate come from a wide range of economically diverse backgrounds. Our challenge is to ensure we provide equality of opportunity for all children by ensuring children from low starting points are provided with the best possible support and interventions to enable them to succeed whilst also providing aspirational challenge for pupils who come to school more socially and academically ready.

Early Years has also undergone significant changes over the last few years, including:

- The redevelopment of our learning environment, both inside and outside
- The creation of an EYFS Unit
- The development of our EYFS Curriculum, including the use of core books to inspire our wider curriculum, the introduction of helicopter stories and the launch of 'Forest School Fridays' and "Muddy Mondays".

Stobhillgate First School was Ofsted inspected in December 2024. The results were very positive, and showed the commitment into making Stobhillgate First School a success for all students.

- Children get the best possible start to their education in the wonderful early years setting. **The provision of the early years is outstanding.**
- In classes, there is a buzz of excitement as teachers prepare engaging, motivating lessons.
- Pupils work hard, they persevere when faced with challenges and embrace the high expectations staff have of them.
- The school teaches pupils to be empathetic and thoughtful. Pupils demonstrate exceptional behaviours and attitudes to learning.
- Behaviour around the school is exemplary.

The school joined the Cheviot Learning Trust in April 2020 enabling us to work in collaboration with Trust partners to further improve teaching and learning, school systems and governance. This provides an exciting opportunity for the successful candidate to work in collaboration and partnership with a broader range of practitioners.



Job Advert

Stobhillgate First School, 3–9 years First School,

Part of the Cheviot Learning Trust.

Headteacher: Miss Lucy Howells

Job Title: Early Years Lead and Class Teacher

Closing date: 9 am on Friday 12th June

Interviews: Thursday 18th June

Start Date : January 2027 (earlier if possible)

We are seeking an inspiring, ambitious and experienced teacher to join our Senior Leadership Team as our new Early Years Lead. This is a key strategic post focused on securing consistently high-quality Early Years provision across Nursery and Reception as the foundation of Stobhillgate First School.

This exciting opportunity has arisen for an experienced and passionate EYFS leader to lead our excellent Early Years provision. Following our December 2024 Outstanding judgement for Early Years, we are proud of the high-quality learning environment and nurturing experiences we provide for our youngest children. The successful candidate will work in close partnership with our well-established on-site private nursery, ensuring a seamless and inspiring early years journey for all children.

Using our beautiful grounds, you will champion the purposeful and ambitious use of outdoor learning, recognising its vital role in supporting children's development, curiosity and wellbeing. You will ensure that the indoor and outdoor environments work seamlessly together to deliver exceptional learning experiences and ambitious outcomes for all children.

In your role, you will maintain a teaching commitment in Nursery or Reception and lead by example through consistently high-quality practice.

We are looking to appoint someone who:

- Is an exemplary classroom practitioner with uncompromisingly high expectations for all pupils
- Is a driven, proactive and resilient leader who can inspire, challenge and develop a team to achieve excellence
- Has a proven ability to lead and secure high-quality EYFS pedagogy, including strong adult interaction and highly effective enabling environments
- Can drive continuous improvement, using research and best practice to secure outstanding outcomes for all children
- Is passionate about outdoor learning and able to maximise its impact across the provision
- Builds strong, positive relationships with parents, carers and a wide range of stakeholders
- Leads with clarity and purpose to ensure the highest standards in teaching, learning and assessment
- Contributes actively and strategically as a member of the Senior Leadership Team to whole school and Trust development

In return, we can offer you:

- A nurturing, supportive and highly dedicated team with a shared vision and strong values
- Delightful children who are eager to learn and exceptionally well behaved
- A forward-thinking school and Trust with a strong commitment to innovation and excellence
- A strong commitment to your continuing professional and leadership development
- A challenging, rewarding and exciting opportunity to shape the future of Early Years in a highly successful school.

Job Advert Continued

Visits to our school prior to the interview are welcomed and encouraged.

Please contact our school office via 01670 513382 or email s.mungall@sfs.cheviotlt.co.uk to arrange an appointment.

We are strongly committed to safeguarding and promoting the welfare of all children and young people and expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974. If you are invited for interview, you will be required to disclose convictions that would not be filtered, prior to the date of the interview. Certain spent convictions and cautions will be 'protected' and do not need to be disclosed. Full details on protected convictions and information about which convictions must be declared during job applications can be found on the [Ministry of Justice website](#).

You will be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure and Barring Service before your appointment is confirmed.

This role will include Regulated Activities and an enhanced Disclosure and Barring Service (DBS) disclosure is required for this post. This policy outlines the Trust's approach to the recruitment of [ex-offenders](#).

Closing date: 9 am on Friday 12th June

Interviews: Thursday 18th June

To arrange a visit and submit your applications please email : s.mungall@sfs.cheviotlt.co.uk.

Completing an Application Form: Application forms can be downloaded from the [Trust website](#).

If you have a Gmail account:

- Open the Application document
- Click 'Sign in' at the top right of the page
- Go to File > Make a copy
- Complete the application form in the Google

If you don't have a Gmail account:

- Open the Application document
- Go to File > Download as > Microsoft Word
- Complete the app

Completed applications should be returned via email directly to s.mungall@sfs.cheviotlt.co.uk.

If you require assistance or have any questions, please reach out using the contact details provided below:

s.mungall@sfs.cheviotlt.co.uk

01670 513382

Address: Stobhillgate First School, Morpeth NE61 2HA

Job Description

Job title: Class Teacher with EYFS Phase lead responsibilities

Pay scale: Main pay scale (£32,916-£45352)/Upper Pay Scale 1-3 (£47,472-£51,048FTE) + TLR 2 £3,527 per annum

Terms: Full-time. Permanent position.

Job Purpose: To be responsible and accountable for delivering inclusive, excellent classroom practice in accordance with the Early Years Foundation Stage (EYFS) statutory framework and the school development plan, achieving the highest possible standards in work and conduct and at all times promoting and safeguarding the welfare of pupils within the school.

Key Duties and Responsibilities

- To be responsible for promoting and safeguarding the welfare of pupils, raising any concerns appropriately and following school procedures.
- To create, implement and deliver an engaging curriculum across the EYFS, and be accountable for promoting high standards, taking responsibility for the attainment, progress and outcomes of pupils within the Early Years.
- To monitor and evaluate the quality of teaching, learning and assessment within the Early Years, providing constructive feedback, support and challenge to colleagues, participating in assessment arrangements relevant to the role, including statutory Early Years requirements.
- To plan and prepare high-quality provision and learning experiences in line with EYFS principles, ensuring breadth, balance and progression across all areas of learning through collaborative working.
- To prepare and develop high-quality teaching materials, continuous provision and enabling environments and lead others within the Early Years Team to do the same.
- To oversee the development and effective use of the indoor and outdoor learning environments, ensuring they are stimulating, well-resourced and promote high levels of engagement and independence, championing high-quality outdoor learning, including the use of Forest School and wider outdoor provision, ensuring it is embedded across the Early Years curriculum.
- To have a clear understanding of the needs of all pupils, particularly in the Early Years, and to use this knowledge to plan provision and differentiate appropriately through inclusive and distinctive teaching approaches.
- To demonstrate a clear understanding of appropriate, relevant and up-to-date Early Years pedagogy/practice and use this knowledge to coach members of the Early Years Team.
- To give pupils regular feedback and provide clear communication to parents/carers, encouraging children to reflect on their learning and develop independence whilst fostering strong partnerships to support learning and development.
- To plan opportunities to develop the holistic, social, emotional and cultural aspects of pupils' learning and personal development, in line with EYFS principles.
- To be a positive role model and consistently demonstrate and promote courteous, respectful behaviour, the school's values and a positive attitude.
- To understand and apply the school behaviour policy, adapting approaches appropriately for younger children, promoting self-regulation, independence and positive behaviour.

- To manage classes and learning environments effectively, using approaches appropriate to the needs of Early Years pupils to inspire, motivate and challenge.

Job Description Continued

- To provide a safe, purposeful and stimulating learning environment, including high-quality indoor and outdoor provision, rooted in mutual respect.
- To make a positive contribution to the wider life and ethos of the school, with a particular focus on Early Years development.
- To have professional regard for the ethos, policies and practices of the school and maintain high standards in attendance and punctuality.
- To take responsibility for personal and professional development, demonstrating continuous improvement and engaging fully with training and development opportunities to enhance Early Years provision.
- To keep abreast of educational research and developments in Early Years and share effective practice, resources and developments with colleagues.
- To fully participate in the performance management procedures in accordance with the Appraisal Regulations 2012 and take responsibility for own professional development.
- To participate and lead in relevant meetings, to participate in school activities, such as educational trips, extra-curricular activities and clubs, carry out playground duties and carry out administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.
- To coach, mentor and support staff within the Early Years team, promoting high expectations and a consistent approach to high-quality practice and cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.
- To work in partnership with senior leaders to raise standards and contribute to whole-school improvement priorities, managing resources effectively, including staffing and environment, to maximise impact on outcomes for children.
- To perform any reasonable duties as requested by the headteacher, commensurate with the salary and job title.
- In addition, all teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process.

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 a manager to undertake work of a similar level that is not specified in this job description.



Person Specification

Key to assessment methods (a) application, (i) interview, (r) references, (t) ability tests, (q) personality questionnaire, (g) assessed group work, (p) presentation (o) other case studies/visits

SPECIFICATION	ESSENTIAL	DESIRABLE	ASSESSMENT
Qualifications	Degree level qualification Qualified Teacher status High standard of Maths and English.	Up-to-date CPD and evidence of proactive self-development Current first aid certificate	(a) (r)
Experience	<p>Proven Early Years teaching experience, using a range of inclusive and holistic approaches to maximise outcomes for all children, including those with SEND and high attainment.</p> <p>Proven experience of developing stimulating and inclusive Early Years environments, both indoors and outdoors.</p> <p>Proven experience of planning collaboratively and independently to deliver high-quality learning in line with the EYFS Framework.</p> <p>Experience of adapting teaching to meet the needs of all children, including SEND and high achievers.</p> <p>Successful experience in using a range of strategies for raising attainment.</p> <p>Proven experience of supporting positive behaviour and self-regulation to ensure a calm and purposeful learning environment.</p> <p>Experience of using ICT effectively in teaching.</p> <p>Experience of using outdoor environments to enrich learning and development in the Early Years.</p>	<p>Experience of using assessment information to monitor progress and attainment, and to raise expectations and outcomes for all children.</p> <p>Experience of effective planning methods, including the use of tracking and data analysis.</p> <p>Experience of expertise or personal interests in an extracurricular context [e.g. Dance, writing, sport].</p>	(a) (i) (r)

<p>Knowledge and Understanding</p>	<p>Thorough knowledge of statutory requirements relevant to the Early Years, including safeguarding, inclusion and health and safety.</p> <p>A practical knowledge and understanding of the aims of the Early Years Foundation Stage requirements.</p> <p>A secure knowledge of all areas of the Early Years curriculum.</p> <p>Secure knowledge of assessment in the Early Years, using information to monitor progress, inform provision and raise outcomes for all children.</p> <p>Knowledge of effective phonics teaching to achieve high performance in Reading and Writing.</p> <p>A practical knowledge of ICT and how this can be used in role.</p>	<p>Strong knowledge of using local and national data to evaluate the effectiveness of teaching and learning.</p> <p>A sound understanding of inclusion, making the curriculum accessible to all learners.</p> <p>Recent, relevant understanding and knowledge of current issues affecting the education sector.</p>	<p>(a) (i)</p>
<p>Skills and Abilities</p>	<p>Ability to work collaboratively across the school, building effective relationships and motivating others to achieve strong outcomes</p> <p>Ability to establish a good relationship with pupils in order to gain their confidence and motivate them to learn.</p> <p>Ability to build positive, effective relationships with colleagues, parents, carers and the wider school community.</p> <p>Enthusiastic, positive and passionate about teaching and learning.</p> <p>Effective communication skills, both verbal and written, with the ability to engage positively with all members of the school community and use ICT appropriately.</p>	<p>The ability to adapt to changing work priorities, circumstances and needs.</p> <p>Ability to plan and prepare thoroughly, in advance and collaboratively.</p> <p>Ability to offer extra-curricular activities</p>	<p>(a) (i) (r)</p>

	<p>Ability to demonstrate and promote the school's vision and ethos. Proactive with a 'can do' attitude.</p> <p>Efficient and well organised and able to meet deadlines.</p> <p>Effective problem solver with the ability to present alternative solutions where appropriate.</p> <p>Ability to reflect on own practice, responding positively to the suggestions of others or to constructive criticism.</p>		
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Contact us

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