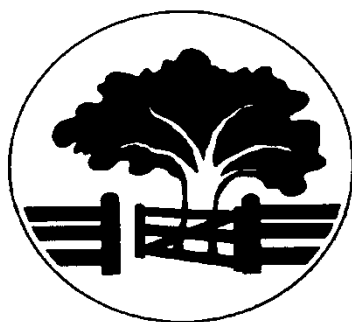


# Newfield Primary School



## **Early Years and Year 1 Transition Leader April 2026**

Newfield Primary School,  
Longstone Avenue,  
London NW10 3UD  
0208 961 1566



## **Early Years and Year 1 Transition Leader**

Start date: September 2026

Salary: MPS/ UPS and TLR 2A

Permanent Full-time post

Teaching Requirement as part of the post- 80% class based

## **Advertisement and Selection Timeline**

- Week beginning 27<sup>th</sup> April 2026– post advertised on school website and on Brent website.
- Deadline for applications Friday 15<sup>th</sup> May 2026 3.00 p.m.
- Friday 15<sup>th</sup> May shortlisting.
- Interviews -week beginning Monday 19<sup>th</sup> May- dates to be confirmed.

Completed application forms should be emailed to [slt@newfield.brent.sch.uk](mailto:slt@newfield.brent.sch.uk)



## Our Vision

To nurture **AMBITION** in our children by ensuring that all pupils have a sense of **BELONGING** in a learning community where they are empowered to **ACHIEVE** the very best that they can.

For staff, pupils, parents, governors and the community to show **RESPECT** for each other. We aim to be a cohesive school knitted together with **KINDNESS**.

To provide an engaging, stimulating and challenging curriculum to overcome barriers to learning so that all pupils can experience **ENJOYMENT** and **RESILIENCE** for life-long learning.

To create a culture of **TOLERANCE** where the beliefs, thoughts and ideas of all members of the school community are respected.

## School Values

We uphold and promote British values through our core school values of:

Achievement  
Ambition  
Belonging  
Enjoyment  
Kindness  
Resilience  
Respect  
Tolerance



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# Newfield Primary School

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Longstone Avenue, Willesden, London, NW10 3UD  
Telephone: 020 8961 1566. Facsimile: 020 8961 8517  
Web address: [www.newfield.brent.sch.uk](http://www.newfield.brent.sch.uk)  
e-mail: [admin@newfield.brent.sch.uk](mailto:admin@newfield.brent.sch.uk)

Monday 27<sup>th</sup> April 2026

Dear Applicant,

Thank you for your interest in the position of Early Years and Year 1 Transition Leader at Newfield Primary School.

Newfield is a good school (Ofsted March 2025). There is a strong drive from the leadership team to continually raise standards; to review, enhance and improve the curriculum offer and ensure that the quality of teaching, learning and assessment at the school remains at least good for all pupils. You will need to be extremely secure in your own practice as an Early Years teacher and to have strong behaviour management capabilities if you are to be a successful leader at Newfield. No previous experience as a leader is necessary, but it is desirable.

Newfield is a one entry school situated in the London borough of Brent. The school is situated in an area of high deprivation and has a higher than usual number of pupils with special educational needs, English as an Additional Language and entitlement to free school meals. A high number of pupils experience multiple levels of deprivation. The successful candidate with benefit from having worked in a similar area / similar school and to have the emotional intelligence and resilience necessary to remain positive and focused on providing the best opportunities for pupils despite these challenges.

We are looking for a dedicated, passionate teacher who is willing to bring energy and drive to the school and to support us in continuing to move the school forward in the area of Early Years and creating Strong Foundations into Year 1 and beyond. We seek a candidate with strong interpersonal skills, with the ability to foster positive relationships with key stakeholders and the wider community. You will need strong oral and written skills and be proficient at organising your own time and working to tight deadlines.

The successful candidate will be able to support and challenge staff and pupils to achieve the best outcomes for all pupils. They will have a clear understanding of thorough curriculum design for Early Years. The Early Years setting is a mixed unit of Nursery and Reception pupils. Nursery are largely part time (Monday – Wednesday) with a handful of pupils (up to 5) full time. Reception is currently one form of entry. The Nursery and Reception team plan together.

The EYFS and Year 1 Transition Leader will be a key member of a small, effective and driven Middle Leadership Team and will be expected to attend all relevant Staff meetings on a Tuesday after school and fortnightly Middle Leadership Team

Meetings on alternate Mondays. The EYFS and Year 1 Transition Leader will be expected to commit fully to wider school life along with all other Leaders.

Staff and pupil well-being is at the heart of all we do and we strive to support staff in achieving a healthy work/life balance. We are committed to supporting all staff to fulfil their potential professionally through the induction process, through performance management, by receiving on-going coaching and mentoring opportunities and continual professional development tailored to individual need in order to be equipped with the skills and knowledge required for their role. The school has an employee assistance programme in place and a Mental Health and Well being Strategy for staff and pupils.

If you feel Newfield is the school with the right professional challenges for you, please do apply. This is a fantastic opportunity to become part of a dedicated team that is continuing to move the school forward and provide the best opportunities for all pupils. Please refer to the attached Job Description and Person Specification for more information.

If you require any further information or would like to arrange a visit to the school, please feel free to contact me at [slt@newfield.brent.sch.uk](mailto:slt@newfield.brent.sch.uk).

Newfield is committed to safeguarding its pupils and all staff are required to complete a DBS and undertake thorough recruitment checks prior to appointment. Please see our safeguarding policies on the school website for more information.

Yours sincerely,

Ms S Bolt  
Headteacher



## Newfield Primary School

### Job Description: Early Years and Year 1 Transition Leader

	<b>Early Years and Year 1 Transition Leader</b>
<b>Reporting to</b>	<b>The Headteacher</b>
<b>Salary</b>	Main Pay Scale (UPS considered) plus TLR 2A
<b>Working Pattern</b>	Full Time post
	<p><b>Teaching and Leading</b></p> <ul style="list-style-type: none"> <li>• To carry out the professional duties of a teacher (see the Classteacher Job Description) and provide a model of excellence in your classroom and your area of leadership.</li> <li>• Supporting the Head teacher and Senior Leadership Team in providing the vision, leadership and direction to ensure that the school is managed and organised to meet its aims and targets, in a positive united way.</li> <li>• To uphold the ethos, aims and values of the school, its policies and codes of practice at all times and in all circumstances.</li> <li>• To work with the wider leadership team to promote high quality teaching, learning and assessment opportunities, promoting optimum outcomes and high achievement in all areas in EYFS and into Year 1.</li> <li>• To work with colleagues to design a curriculum that ensures Strong Foundations for all pupils in EYFS, in Year 1 and across the school.</li> <li>• Working with others, to evaluate the school's performance to identify priorities for continuous improvement including pupil outcomes: ensuring opportunity for all; developing action plans, policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives.</li> <li>• To design and deliver an appropriately planned, ambitious, sequenced and progressive curriculum for all learners which is informed by the national curriculum and takes account of current effective teaching and learning pedagogies.</li> <li>• To facilitate and encourage enriched learning experiences, inside and outside of the school, which provide learners with the opportunity to improve outcomes.</li> <li>• Ensure that the learning opportunities and the learning environment in EYFS and Year 1 are of the highest standard and that outside learning is well developed.</li> <li>• To clearly relay the school's vision and success for EYFS, Year 1 Transition and Strong Foundations to a range of audiences (including colleagues, parents, governors, the LA, Ofsted) in spoken and written form.</li> </ul> <p><b>The Curriculum, Teaching, Learning and Assessment</b></p>

	<ul style="list-style-type: none"> <li>• Contribute to the determination, organisation and implementation of a diverse, flexible curriculum and assist in the implementation of an effective assessment framework. Ensure that there is clear sequencing and progression built into the curriculum and that there are explicit, planned opportunities for pupils to build on and develop skills and knowledge over time.</li> <li>• Establish creative, responsive and effective approaches to learning and teaching to promote active and inclusive learning in Early Years and Year 1.</li> <li>• To be responsible for teaching, learning, assessment and pupil outcomes in EYFS in line with the Teaching Standards and school policies.</li> <li>• Monitor and review the quality of Teaching, Learning and Assessment in your designated area of Leadership <b>and</b> in collaboration with colleagues beyond your area of direct leadership through Book Scrutiny, Deep Dives, Learning Walks etc as directed by the Headteacher.</li> <li>• Work closely with the English Leader and all other leaders to establish ambition, continuity, development and progression of skills and knowledge across the curriculum for all learners.</li> <li>• Support all staff in EYFS, Year 1 and those responsible for Strong Foundations to maintain positive attitudes and good relationships. To provide a role model for high standards of teaching and learning through personal example, modelling, team teaching and coaching and mentoring processes.</li> <li>• Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities. Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.</li> <li>• Acknowledge the responsibilities and celebrate the achievements of individuals and teams. Maintain a culture of high expectations for self and for others</li> </ul> <p><b>Person Skills, Attributes and CPD</b></p> <ul style="list-style-type: none"> <li>• Act as an excellent role model of professionalism at all times: being well-organised, working to deadlines, providing an excellent model for personal attendance and punctuality whilst maintaining a good work / life balance</li> <li>• Securing with the Head teacher and SLT, the commitment of the wider community by developing and maintaining effective partnerships in order to raise standards.</li> <li>• To be responsible for your own professional development</li> <li>• Regularly review your own practice, set personal targets and take responsibility for your own personal development.</li> <li>• Manage your own workload and that of others to allow an appropriate work/life balance.</li> </ul>
	<p><b>Teaching Commitment</b></p> <p>This is a class-based role in Early Years with at least 80% of the week in class.</p>
	<p><b>Line Management Responsibilities</b></p> <ul style="list-style-type: none"> <li>• EYFS Level 3 TAS</li> <li>• Oversee training, professional development, support and guidance for all staff in EYFS and Year 1.</li> </ul>

	<ul style="list-style-type: none"><li>• Undertake such duties at the direction of the head teacher as may reasonably be required by the changing needs of the school</li></ul>
	<p><i>A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances therefore it is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.</i></p> <p><i>Any such further reasonable direction to you, not covered by the above, will be the responsibility of the Head teacher.</i></p> <p><b>Newfield is committed to safeguarding all pupils and expects all staff to comply with national, local and school policies.</b></p> <p><b>We are an Anti-Racist School.</b></p>



**Newfield Primary School**  
**Person Specification: Early Years (including Year 1)**  
**and Early Reading Leader**

		<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<b>*Qualified teacher status</b>	<b>x</b>	
	Evidence of continuing professional development or further professional study		<b>x</b>
<b>Experience</b>	<b>*Successful experience as a middle leader in a primary school</b>		<b>x</b>
	At least 4 years successful teaching experience of the primary age including Early Years	<b>x</b>	
	Experience of teaching phonics in EYFS		<b>x</b>
<b>Teaching and Leading</b>	Ability to provide clear educational direction and lead by example.	<b>x</b>	
	Ability to formulate aims, policies and plans and monitor, evaluate and review the impact of these.		<b>x</b>
	Ability to work in partnership with the headteacher, SLT and Governing Body	<b>x</b>	
	Knowledge of current education developments and statutory requirements especially with regard to Early Years, Year 1 and Strong Foundations	<b>x</b>	
	Experience of involvement with the School Evaluation Form and school improvement planning.		<b>x</b>
	Ability to speak and write clearly and accurately and communicate effectively with an appropriate sense of audience	<b>x</b>	
	Some experience of managing and monitoring a budget and resources		<b>x</b>
<b>The Curriculum, Teaching, Learning and Assessment</b>	Understanding of the principles of effective learning and the ability to promote a culture of learning throughout the school and in EYFS, Year 1 and Strong Foundations	<b>x</b>	
	Secure knowledge of how children learn to read- including the role of phonics.	<b>x</b>	
	Successful experience of monitoring, evaluating and improving the quality of teaching and learning		<b>x</b>
	Excellent classroom practitioner	<b>x</b>	
	Understanding of the principles of good curriculum provision.	<b>x</b>	

	Understanding of the role of assessment in children's learning	x	
	Understanding of the factors which create barriers to learning and an ability to implement appropriate strategies for reducing inequalities and promoting social inclusion	x	
	Successful experience of creating and maintaining effective partnerships with parents, to support pupils' learning	x	
<b>Person Skills, Attributes and CPD</b>	Ability to manage time well and work under pressure to deadlines	x	
	Effective ICT skills	x	
	Ability to lead and work effectively in teams	x	
	Effective interpersonal, communication (spoken and written) and presentation skills	x	
	Resilience, flexibility and ability to retain a sense of perspective	x	
<b>Suitability to work with children</b>	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	x	
	Demonstrate a commitment to: <ul style="list-style-type: none"> <li>• Equalities</li> <li>• promoting the school's vision and ethos</li> <li>• high quality, stimulating learning environments</li> <li>• relating positively to and showing respect for all members of the school and wider community</li> <li>• on-going relevant professional self-development</li> <li>• safeguarding and child protection</li> </ul>	x	