



EYFS Lead Teacher

Pay Scale: MPS/UPS with a CFS TLR 2

Hours: Full time

Deadline: Monday 2nd February 2026

Start Date: September 2026

The Executive Principal and Head of Primary are seeking an exceptional teacher with the energy and vision to teach and lead our Early Years unit. This is a permanent position for a September 2026 start and would include a TLR (CFS TLR 2).

The successful candidate will be a strong and committed professional with the ability and drive to offer the highest quality of Early Years practice. Working closely with the Head of Primary and other members of the primary leadership team to ensure that the Early Year team are supported, challenged and inspired to be the very best they can be.

CFS is a vibrant, collaborative and forward-thinking school for 4-16 year olds, where the personal development of our pupils is just as important as the academic curriculum. Our values of 'nurture, challenge and inspire' influence everything we do as a school, and genuinely permeate all areas of school life. If you are a strong practitioner who shares our values and ideals, we strongly encourage you to find out more about CFS via a visit to the school or through our school website www.chichesterfreeschool.org.uk.

Whilst this is a primary post, there is something extremely unique and special about working in an All-Through environment; the successful candidate will have the opportunity to work creatively with colleagues from both phases helping to develop a cohesive and truly progressive educational experience for all learners.

CFS follows national pay scales; this role would be equally suitable for an early career teacher or more experienced teacher.

The School

CFS is now entering its second decade and is fully established in our state-of-the-art facilities on the Carmelite Convent Site in the south of Chichester. Our PAN is 60 in Primary, and 120 in Secondary; in almost all year groups we are oversubscribed with waiting lists. Due to demand, we have a bulge intake of Year 7 who started in September 2023, with over 150 pupils currently on roll in this year group, with a similar sized cohort joining Secondary in September 2025.

The School joined Sussex Learning Trust in September 2023 – a move that we personally initiated through the desire to collaborate with a like-minded family of schools. The Trust is currently small and based in Haywards Heath; CFS are well placed to launch a new Western Region of the Trust, which is really exciting.



As a Free School, we are the same as any other academy; we are both held and hold ourselves to the same exacting and rigorous standards as all state-funded schools. We follow the national curriculum, and are proud of our ambitious, inclusive and varied curriculum offer. Our pupils engage with SATs and GCSE assessments. In May 2024 we received a very strong fully graded Ofsted Inspection – we were graded at least a strong Good in all areas and Outstanding in Personal Development. As a school we are now striving for excellence in all areas, and to achieve above average outcomes in both phases.

CFS is open to pupils of all abilities. We take part in the West Sussex County Council (WSCC) admissions process. As a school we benefit from longer holidays, specifically at October half term, Christmas and during the summer.

Our Values and Vision



At CFS, we create a safe, inclusive, environment through our **culture of kindness** where we **nurture**, **challenge** and **inspire** all learners.

Our team of passionate educators, working with our **community**, offer a broad range of **opportunities** and **experiences through cultural capital**, alongside **excellent**, evidence based, teaching.

As a result, our young people develop a **love of learning** and are empowered to achieve accelerated **academic progress**, to find personal fulfilment and to become **resilient**, responsible **global citizens**.

The Team



Consisting of two classes per year group from EYFS to Year 6, the Primary team are a close, passionate, talented and fun-loving group. They have developed an exciting integrated curriculum, with strong foundations in English and Maths. Our collaborative approach to planning, and our supportive staff team lead to strong outcomes and high aspirations for every child.

The current focus for the Primary phase is expanding the opportunities in the wider curriculum, including the full development of our fantastic Forest School provision which was launched on site in 2019. The successful candidate will be joining a forward thinking, highly effective and happy Primary team.

As part of CFS, our staff are part of an all-though staff body as well as the cohesive Primary team. This provides opportunities for Primary staff to work with knowledgeable specialist teachers and use specialist rooms and resources to enrich learning in the Primary classroom.

The Role

The person appointed to this post will be expected to work as a full time EYFS class-teacher. They will also be expected to take a proactive role in the extra-curricular life of the school.

The successful candidate will:

- be a highly-skilled and competent professional who is energetic and totally committed to the ethos of the School
- readily establish excellent relationships with both staff and students
- enjoy pioneering new developments in pedagogy
- embrace the use of new technologies in the classroom
- be skilled in behaviour for learning
- value creating an inspiring learning environment
- possess drive, expertise and enthusiasm
- be well-organised and disciplined when it comes to administrative duties
- possess an optimistic and resilient style when faced with pressure
- be able to communicate well with children and young people, having an understanding of safeguarding and promoting the welfare of young people
- have recent experience of teaching in an Early Years setting

All teachers at CFS commit themselves to contribute fully to the ethos and life of the School in and outside the classroom.

CFS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In accordance with our Child Protection Policy we are unable to process applications without a fully completed application form. The post is exempt from the Rehabilitation of Offenders Act 1974. All convictions, cautions and bind-overs, including those regarded as 'spent' must be declared when applying. The applicant may post such a



declaration in an envelope marked 'Private & confidential for the Executive Principal'. The successful applicant must obtain List 99 clearance and DBS clearance at enhanced level.

The Recruitment Process

For further information and an informal discussion about this post, please do not hesitate to contact us via recruitment@chichesterfreeschool.org.uk or on 01243 792690.

Candidates should complete an application form and supporting statement addressing the criteria presented in the role description and person specification. Completed applications should be sent to recruitment@chichesterfreeschool.org.uk by 8:00am on Monday 2nd February.

Early applications are encouraged, and we reserve the right to interview and appoint prior to this deadline.

A formal contract will be issued once the successful applicant has been appointed. It will be offered subject to a Disclosure and Barring Service (DBS, formerly CRB) check.

Person Specification

The School will seek to identify these attributes through the recruitment and selection process of application, certification, interviews, professional references and observation.

Qualification/Attainment

a. Educated to honours degree or above	Essential
b. Qualified teacher status, or on route to obtaining this	Essential
c. Good honours degree First or upper second	Desirable
d. Post graduate qualifications, Masters degree/post graduate diplomas	Desirable
e. Evidence of relevant Professional Development	Essential

Knowledge Base

a. Excellent professional knowledge and understanding, specifically in the Early Years Foundation Stage	Essential
b. Models of learning and teaching	Essential
c. Models of behaviour and attendance management	Essential
d. Current educational trends and issues	Essential
e. An understanding of assessment strategies and the use of assessment to inform the next stages of teaching and learning	Essential
f. Principles and practice of quality assurance systems, including data analysis, self-evaluation and performance management	Essential
g. An understanding of Child Protection procedures and a commitment to promoting and safeguarding the welfare of children	Essential



Leadership & Management

a. Excellent classroom practitioner who can lead by example, with a knowledge of adjacent phases of education	Essential
b. The ability to build positive working relationships, negotiate with and influence individuals and relevant groups	Essential
c. Authority and ability to inspire confidence in students, teaching and associate staff and parents alike	Essential
d. A strong commitment to continuing professional development	Essential

Experience

a. Experience of working in high performing schools	Desirable
b. Experience of planning and working collaboratively with colleagues, demonstrating a supportive and flexible approach	Essential
c. Experience teaching phonics and/or early reading in Early Years and/or Key Stage One	Essential
d. Experience of identifying priorities in individual classes and adapting teaching to develop teaching, learning and subsequently academic outcomes	Essential
e. Strategies that encourage parents and carers to support their children's learning	Essential

Skills Required

a. Leadership skills: the ability to lead and manage people to work towards a common goal	Essential
b. Decision making skills: the ability to solve problems and make decisions	Essential
c. Teamwork: the ability to work collaboratively with others	Essential
d. Communication skills: the ability to make points clearly and understand the views of others	Essential
e. Self-management skills: the ability to plan time effectively and organise oneself well	Essential
f. Able to communicate with a wide range of audiences including pupils, parents, teachers and associate staff	Essential
g. Analysing and using the full range of evidence, including performance data and to support, monitor, evaluate and improve	Essential
h. Ability to be innovative, creative and tenacious.	Essential
i. High level ICT skills, including experience of using new technologies in the classroom	Essential

Attitude/approach

a. A deep and passionate commitment to the values and ethos of Chichester Free School in and outside of the classroom	Essential
b. Ability to enthuse children and adults	Essential
c. Possess a positive attitude and approach to change and development	Essential
d. Flexible and firm with the ability to know when to be either	Essential



e. Enjoy rising to the challenges inherent in a school environment	Essential
f. Lifelong learner	Essential
g. Maintain professional relationships at all times, acting with authenticity and integrity and in accordance with the values and ethos of Chichester Free School	Essential
h. Be an ambassador for the School, maintaining visibility, demonstrating impact, presence and self-confidence	Essential
i. Developing and sustaining a learning culture that has the Chichester Free School ethos at its core, including high expectations and standards of achievement for all	Essential
j. Manage and resolve conflict	Essential

Safeguarding

a. Commitment to promoting the health, welfare and safeguarding of children	Essential
b. Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school	Essential