

# The Growth Learning Collective

Federation Early Years Foundation Stage (EYFS) – Lead Teacher  
September 2026 (1 Year Fixed term)

Rotherfield Primary School

# Welcome and information about the Federation

Dear Applicant,

We are delighted that you are interested in joining the team here at The Growth Learning Collective.

This pack provides some more detailed information and will hopefully give you a good insight into the school's ethos. We are schools working in partnership with each other to deliver the very best education possible for our children.

At The Growth Learning Collective, we need staff who will thrive on a challenge, enjoy working as a team and who will not be scared of trying new ways of doing things. **To be successful here you will need to be passionate about improving the life chances of pupils and their families. For our children, an excellent education will make a defining difference in their lives- and it essential that we recruit staff who share our commitment.**

You will find a friendly and supportive staff, who are committed to improvement and having fun as staff team along the way!

You can expect from us, a school committed to your professional learning, doing things better, a supportive leadership team, and opportunities for your professional growth across our Federation of schools.

**We are interested in a EYFS Lead Teacher who wishes to join our staff team.**

We are happy to talk to any candidates or show you around - please reach out via the school office.

Yours sincerely,

Paul Thomas, Executive Headteacher

Nia Silverwood, Head of School at Rotherfield Primary School



# The Growth Learning Collective

## Introduction

The Growth Learning Collective is the federation of Newington Green Primary School and Rotherfield Primary School, two thriving community schools in Islington. After five years of close collaboration, the governing boards of both schools voted unanimously to federate in July 2022, creating a unified leadership and governance structure that strengthens educational outcomes and community engagement.

Our federation is built on a shared belief: by working together, we can achieve more than we ever could alone. This partnership allows us to share expertise, pool resources, and deliver a rich, inclusive curriculum tailored to the needs of our diverse learners.

Executive Headteacher Paul Thomas explains:

“We are passionate about improving the life chances of all pupils, giving them the best opportunities to be ambitious. The Growth Learning Collective is a place where children flourish, the community feel a sense of pride and belonging, and where staff thrive.”

## Federation Benefits

The Growth Learning Collective offers a range of benefits for pupils, staff, and the wider community:

**Shared Expertise:** Staff across both schools collaborate to share best practices, specialist knowledge, and innovative teaching strategies.

**Professional Development:** Teachers and support staff benefit from joint training opportunities, mentoring, and career progression pathways.

**Curriculum Enrichment:** Pupils enjoy a broader range of learning experiences, including joint projects, trips, and enrichment activities.

**Leadership Strength:** A unified leadership team ensures consistent standards, strategic planning, and a clear vision across both schools.

**Resource Efficiency:** Shared resources and services allow for more effective use of funding, facilities, and support systems.

**Community Impact:** The federation strengthens ties with families and local organisations, creating a more connected and supportive community.

## Our Federation

Each school retains its unique identity while benefiting from shared leadership, professional development, and strategic planning. The federation is led by an Executive Headteacher and a Federated Governing Board, which oversees both schools.

## Our core aims:

Deliver a **rich and well-balanced curriculum** with enriching experiences.

Ensure **high outcomes for all pupils**, regardless of background.

Meet children's **individual needs through a nurturing ethos**.

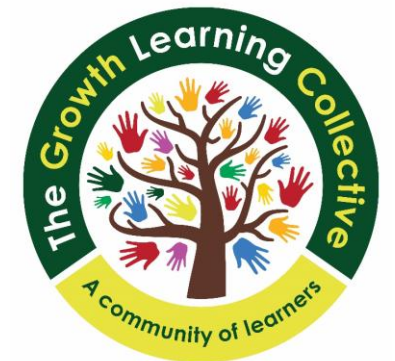
Maintain a **safe, inclusive, and happy learning environment**.

Recent achievements include:

**Newington Green Primary School** rated *Outstanding* across all categories by Ofsted July 2024.

**Rotherfield Primary School** 2024-2025 recognised as one of Islington's *most improved schools*, with a 22% increase in Year 6 performance.

Together, we are committed to continuous improvement, professional growth, and creating opportunities that empower every child to thrive.



# Rotherfield Primary School

<http://www.rotherfieldprimaryschool.co.uk/>

**Rotherfield** is a vibrant, two form entry school, with Nursery, serving a diverse community in Islington. Rotherfield is situated just off Essex Road in Islington, with good transport links.

Rotherfield is a four storey Victorian building. In the corner of our playground, we have kitchen garden beds and fruit trees making our fabulous 'edible garden'. The school has refurbished its EYFS playground, all classrooms, and hall spaces and also gets to use some greenspace land opposite the school as an extra playground and outside learning space.

The school has approximately 68% free school meals entitlement and over 25 languages spoken as first languages in the homes of its pupils. We run an 'Out and About' programme, which means pupils do about 36 visits throughout their schooling with us to enhance their wider learning and cultural opportunities (ballet, opera, canoeing, zoo, national museums etc)

We were rated good at our last inspection and are working hard to continuously improve. Rotherfield has an established partnership with another Islington School (Newington Green). The Governing Board Federated in July 2022, following 5 years of working together. Our Executive Head works across both schools, and we work closely in partnership with 21 other Islington Schools through a collaborative network called Futurezone. We love working together to improve things for our children!

<http://futurezone.org.uk/>

We have the following staff working across both schools: Music Specialist, Premises Manager, Spanish Specialist, Business Manager, Executive Head, Head Chef, Data Officer, HR officer, Finance Officer and a Computing Specialist.

We run wrap around care from 7.45am to 6.30pm and have a range of enrichment clubs for pupils to attend.

Our classes have bespoke storage, new furniture and upgraded IT capacity. We have a specialist storage area for teaching resources and staff work area where they can plan and be near resources to select them for lessons. We are also lucky to benefit from a computing space and an art/music studio! We have further plans to develop our playground and children's toilets soon.

The very best way to find out if Rotherfield is right for you is to come and visit us! This will give you a real sense of what it would be like to work here.



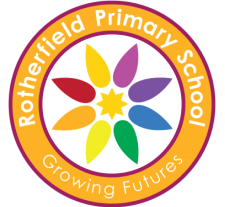
# Why do staff work here?

## Janet- Both Newington Green and Rotherfield staff member

As part of the Subject Specialist Team, I teach Spanish from Reception to Year 6 across the partnership. Teaching every child in two schools every week requires a lot of energy and meticulous organisation, but I love the variety this mode offers, delivering my subject across the age range, adapting language and activities to each cognitive stage.

As a subject specialist, I'm expected to design and deliver a creative curriculum which complements and enriches that of each main school. I'm supported in this by research-led teaching and learning CPD and we're encouraged to challenge our thinking and practice. The buildings and outside spaces in each school have very distinct architectural styles but both have been modernised to create great spaces in which to teach and learn.

When I started the role, I was struck by the children's growth mindset. I love working with such enthusiastic learners. They amaze me every day!



# Federation EYFS Lead Teacher (1 Year Fixed term)

We are looking for a EYFS Lead Teacher (Reception based) to join us at The Growth Learning Collective based at Rotherfield Primary School.

The role of EYFS Lead Teacher will have a major impact on the children's lives through delivering high quality teaching and learning. We are looking for someone who will:

- Model exemplary teaching in the EYFS, particularly in the teaching of early reading, writing and maths
- Work with the SLT to develop and implement EYFS policies, lead EY team meetings, manage resources, and contribute to the school's overall improvement plan
- Support the SLT in tracking pupil progress across the EY phase, analyzing data to identify trends and implementing interventions to close achievement gap
- Build strong relationships with parents/carers and manage smooth transitions for children into Key Stage 1
- Is committed to improving children's lives through education - and shows resilience and commitment to this challenge
- Have a commitment to professional growth- wanting to do things better all the time
- Have compassion for our children, some of whom have real challenges in their lives(domestic violence, poverty, parental mental health needs)

Visits to the school are actively encouraged please contact the school office to arrange a time.

Salary: Open to Main scale teachers or UPS. No ECTs. This role comes with 0.5 days per week out of class to carry out leadership duties.

**This advert will close Midday Thursday 23rd April. Candidates who wish to visit, we can host visits before and after shortlisting. Please contact Nia, via the school office.** Interviews – WB 27/04/2026, however on receipt of applications we may invite candidates to interview sooner. These will take place here at the school.

**Our community is rich in culture, heritage and diversity, and we want our team to reflect that. We encourage applications from candidates of all backgrounds, identities and experiences. If you share our values and want to make a positive impact, we would love to hear from you.**

**The Growth Learning Collective ensures safeguarding is a priority, as such this post is subject to enhanced DBS, online checks and other safeguarding clearances.**

# Federation EYFS Lead Teacher

## MAIN RESPONSIBILITIES

### Relationships with children and young people

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

### Frameworks

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

### Communicating and working with others

- Communicate effectively with children, young people and colleagues.
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.

## Personal and professional development

- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

## Professional knowledge and understanding

### Teaching and learning

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

## Assessment and monitoring

- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

# Federation EYFS Lead Teacher JD cont.

## MAIN RESPONSIBILITIES

### Subjects and curriculum

- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

### Achievement and Diversity

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

### Literacy, numeracy and ICT

- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

### Health and well-being

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

# Federation EYFS Lead Teacher JD cont.

## Professional skills

### Planning

- Oversee the planning and delivery of a broad, balanced, and inclusive curriculum that focuses on all seven areas of learning, including physical, social, and emotional development
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

### Teaching

- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
  - (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
  - (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
  - (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills
  - (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
  - (e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

### Assessing, monitoring and giving feedback

- Oversee the EYFS Profile and use data analysis to identify learning gaps and set aspirational targets.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

### Reviewing teaching and learning

- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

# Federation EYFS Lead Teacher

## Learning environment

(a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

(b) Make use of the local arrangements concerning the safeguarding of children and young people.

(c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

(a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

(b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners. Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

## Team working and collaboration

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

## PERSONAL RESPONSIBILITIES

- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

## PERFORMANCE STANDARDS

1. To ensure that all services within the areas of responsibility are provided in accordance with the school's Commitment to high quality service provision to the customer.
1. At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

# Personal Specification

## Qualifications & Training

- Qualified Teacher Status (QTS) (Essential)
- Evidence of continued professional development in Early Years pedagogy (Essential)
- Additional leadership or curriculum training (Desirable)

## Experience

- Minimum of 3 years' experience working within the Early Years Foundation Stage (Essential)
- Proven track record of raising standards and improving outcomes for children in early years (Essential)
- Experience leading, mentoring, or supporting other staff within EYFS (Desirable)
- Experience working in a diverse, inclusive, and child-centred environment (Essential)
- Experience in monitoring, assessing, and moderating EYFS outcomes (Desirable)

## Knowledge & Understanding

- Strong understanding of the EYFS Statutory Framework, key documentation, child development theories, and early years best practice (Essential)
- Clear understanding of early identification of SEND needs and how to adapt provision, learning environments, and teaching to ensure all children thrive (Essential)
- Knowledge of effective assessment methods, including observational assessment and child-led learning (Essential)
- Understanding of safeguarding, child protection, and SEND legislation as it applies to early years (Essential)
- Familiarity with current educational research and developments in the EYFS sector (Desirable)

## Skills & Abilities

- Ability to lead, inspire, and motivate a team to achieve high-quality teaching and learning (Essential)
- Strong communication skills—able to work effectively with children, staff, parents, and external agencies (Essential)
- Ability to model outstanding classroom practice in the EYFS and coach others to develop their own (Essential)
- Confident in using data to inform planning, provision, and whole-setting improvement (Essential)
- Excellent organisational and time-management skills, with the ability to prioritise workload (Essential)
- Creative and reflective practitioner able to design engaging, play-based learning experiences (Essential)

## Personal Qualities

- Passionate advocate for early years education, with a warm, nurturing approach (Essential)
- Commitment to inclusion, equality, and ensuring every child thrives (Essential)
- Resilient, proactive, and able to adapt in a fast-paced environment (Essential)
- Collaborative team player with a positive, solution-focused mindset (Essential)
- Commitment to ongoing self-development and professional learning (Essential)

# How to apply

## Application Deadline

**This advert will close midday on Thursday 23rd April 2026 For candidates who wish to visit, we can host visits before and after shortlisting. Please contact Haleema (HR Officer), via the school office. A visit is highly encouraged**

Interviews – WB 27/04/2026, however on receipt of applications we may invite candidates to interview sooner.

## **To apply:**

Please apply online at [Islington Council](#) jobs.

**Our community is rich in culture, heritage and diversity, and we want our team to reflect that. We encourage applications from candidates of all backgrounds, identities and experiences. If you share our values and want to make a positive impact, we would love to hear from you.**

## **Completing your application**

Please read the job description and person specification carefully. You should demonstrate on your application how you meet the requirements of the post according to your qualifications, skills, abilities and experiences. Please ensure to address each criteria of the person specification as this will be used to assess your suitability for the post.

Guidance notes on how to apply for a job within schools and the policy on the recruitment employment of ex-offenders are available as attachment within the online job listing. Please refer to those before submitting your application.

## **Shortlisting and selection procedure**

The shortlisting and selection will be made by a panel of senior leaders. Shortlisted candidates will be notified immediately after shortlisting has taken place and will be provided with further information on the selection process.

Please would all applicants ensure that their preferred means of urgent contact (phone, mobile phone or e-mail) are clearly identifiable from the application form, so that your confidentiality is maintained.

## **References**

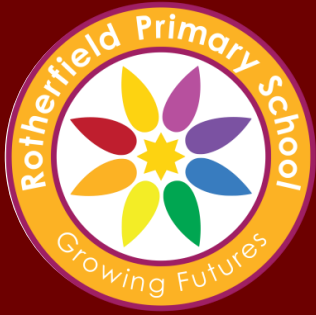
Candidates are advised that references will be taken up during the shortlisting process.

Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least two professional references are required.

The post will be offered subject to satisfactory completion of pre-employment checks.

## **Safeguarding children**

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.



**Address:** Rotherfield Street, London, N1 3EE

**Tel:** 020 7226 6620

**Email:** [admin@rotherfieldprimary.co.uk](mailto:admin@rotherfieldprimary.co.uk)

**Web:** [Home](#) | [Rotherfield Primary School London](#)

**Executive Headteacher:** Paul Thomas

**Head of School:** Nia Silverwood