

Job Title:	Early Childhood Manager & EY SENDCo
Reports to:	Headteacher
Salary:	Up to 32,585 per annum actual (depending on experience)
Hours:	Term time + 4 weeks post (39 weeks) from 8.00 to 4pm Mondays to Thursdays
Start date:	1 August 2026
Line management:	Early childhood staff including Kindergarten teachers, Early Childhood practitioners, Orchard and Beehive leaders and Kindergarten teachers

The role at times requires additional hours on occasions to fulfil the requirements of the post.

Purpose of the Role:

To lead and hold the Early Childhood (Kindergarten and Stay and Play) provision as a nurturing, rhythmical, and developmentally appropriate environment for children aged 0–6, rooted in Waldorf pedagogy.

The postholder is responsible for the overall quality of care, education, and wellbeing within the Kindergarten, while fulfilling the statutory role of SENDCo. This includes ensuring early identification of additional needs, promoting inclusive practice, and enabling each child to unfold according to their individual developmental path.

Duties and Responsibilities:

Key Responsibilities

Leadership of the Kindergarten

- Lead the day-to-day running of the Kindergarten
- Create and sustain a **warm, homelike, and rhythmical environment** that supports imitation, play, and sensory experience
- Ensure the provision reflects key **Waldorf early childhood principles**, including:
 - Protection of early childhood
 - Emphasis on imaginative play, movement, and practical activity
 - Strong daily, weekly, and seasonal rhythms
- Support and guide staff in embodying the adult as a conscious and thoughtful model for imitation
- Lead staff meetings, supervision, and appraisal, fostering reflective practice
- Ensure staff deployment supports continuity, calm, and secure attachment
- Contribute to whole-school leadership and development

Curriculum and Pedagogical Leadership

- Oversee a **play-based, experience-led curriculum** aligned with Waldorf principles and EYFS requirements
- Ensure a balanced provision of:
 - Child-initiated imaginative play
 - Rhythmical group activities (circle, stories, domestic work, crafts and artistic pursuits)
 - Outdoor and nature-based learning
 - Pre-literacy and pre-numeracy fully and seamlessly integrated
- Support staff to observe children deeply and plan from these observations
- Ensure statutory EYFS requirements are met in ways that remain **developmentally appropriate and true to the Waldorf ethos**
- Monitor children's development and ensure appropriate progress for all
- Lead moderation work within the setting

Curriculum for the Oldest Children & Transition to Class 1

- Lead provision for the **oldest children (rising 5–6 year olds)** within the Kindergarten
- Ensure preparation for Class 1 is understood as **developmental readiness**, not formal academic instruction
- Support experiences that strengthen:
 - Physical development and coordination
 - Social confidence and cooperative play
 - Language, imagination, and listening
 - Independence and self-care
- Enable opportunities such as extended projects, practical tasks, storytelling, and outdoor challenges, without formalising learning prematurely
- Work closely with Class 1 teachers to support a **smooth and developmentally appropriate transition**, including:
 - Sharing observations of children’s development
 - Supporting continuity between phases
 - Preparing children and families for the next stage
- Communicate clearly with parents about **Waldorf school readiness**, including:
 - Emotional and social maturity
 - Physical readiness
 - Capacity for focus and participation

Teaching Commitment within the Kindergarten

- Undertake a **regular and sustained teaching presence within the Kindergarten**
- Ability to lead and model key elements of daily practice, such as:
 - Circle time, storytelling, and seasonal activities
 - Practical and domestic tasks (e.g. food preparation, handwork, care of the environment)
 - Outdoor and nature-based experiences
- Demonstrate high-quality Waldorf early childhood practice as a **living example for staff**, supporting consistency and shared understanding
- Build warm, attuned relationships with children through consistent presence and participation in daily rhythms
- Support continuity of care, including stepping in where needed to maintain stability for children
- Balance leadership responsibilities with **direct pedagogical engagement**, ensuring insight into the lived experience of the Kindergarten
- Model calm, purposeful activity, enabling children to learn through **imitation and environment rather than instruction**

SENDCo Responsibilities (Early Years/Childhood)

- Lead identification and support of children with SEND within an inclusive, nurturing environment
- Ensure the **graduated approach (Assess–Plan–Do–Review)** is embedded appropriately for early childhood
- Maintain oversight of the SEND register, support plans, and EHCP processes
- Coordinate interventions that respect the **integrity and rhythm of the Kindergarten experience**
- Liaise with external professionals, advocating for developmentally appropriate provision
- Support staff to adapt the environment, rhythm, and interactions to meet individual needs

Safeguarding, Wellbeing and Inclusion

- Promote a strong culture of safeguarding, vigilance, and care
- Ensure all children feel safe, secure, and included
- Support vulnerable groups including children with SEND, EAL, and additional needs
- Act in accordance with safeguarding policies at all times

Partnership with Parents

- Foster **trusting, respectful relationships** with parents as partners in their child’s development
- Communicate clearly about the ethos and approach of the Kindergarten
- Lead meetings relating to children’s development and SEND with sensitivity and clarity
- Support parents in understanding Waldorf early childhood principles

Staff Rhythms, Duties and Operational Contribution

- Establish and maintain **clear and sustainable daily rhythms for staff**, supporting calm, continuity, and children's wellbeing
- Ensure staff are able to **take appropriate breaks**, with effective and safe cover arrangements
- Oversee staff deployment across the day, including supervision, indoor/outdoor provision, and transitions
- Promote a **shared, collegial approach to responsibility** within the team
- Coordinate arrangements for:
 - Staff absence and short-term cover
 - Supervision duties (including arrivals, departures, and outdoor play)
 - Maintaining appropriate **EYFS ratios at all times**
- Ensure expectations around breaks, cover, and duties are clear, fair, and consistently implemented
- Support staff to balance pedagogical presence with practical responsibilities without disrupting the children's experience

Compliance and Documentation

- Ensure compliance with:
 - EYFS Statutory Framework
 - SEND Code of Practice (0–25)
- Maintain accurate, proportionate, and meaningful records
- Ensure documentation is **inspection-ready while aligned with ethos**
- Contribute to policy development and review for EYFS and SEND

Professional Development and Contribution to School Life

- Engage in ongoing study of **Waldorf early childhood pedagogy**
- Lead professional development for staff in both Waldorf practice and SEND
- Contribute to festivals, seasonal events, and wider school life
- Work collaboratively across the school community

Person Specification

Essential

- Relevant Early Years qualification (Level 3 minimum; Level 5 desirable)
- Experience and qualification in Early Years leadership
- Strong understanding of child development (ages 0–6)
- SENDCo qualification (or willingness to undertake within required timeframe)
- Sound knowledge of:
 - EYFS Statutory Framework
 - SEND Code of Practice
- Strong leadership, organisational, and communication skills

Desirable

- Training and/or experience in **Waldorf/Steiner Early Childhood education**
- Experience supporting children with SEND in a play-based setting
- Experience with EHCP processes
- Experience leading and developing staff teams

Safeguarding

The postholder is required to:

- Promote and safeguard the welfare of all children
- Adhere to safeguarding and child protection policies at all times
- Maintain appropriate professional boundaries

Working Relationships

- Headteacher and Senior Leadership Team
- Sendco and inclusion lead
- Kindergarten staff and assistants

- External professionals (health, education, social care)
- Parents and carers

Whole-school organisation, strategy and development

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Follow the school's H&S policy and understand how this related to their subject as well as the whole school
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community

The post holder will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct and teacher standards.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

This job description may be amended at any time in consultation with the postholder. Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Subject Teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Line Manager.

Notes

St Paul's Waldorf School is committed to equality of opportunity. We encourage applications from individuals of any of the many BAME backgrounds.

St Paul's Waldorf School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The offer of this post is subject to statutory clearance by Disclosure and Barring Service and Teacher's prohibition list check. The appointment will be subject to two satisfactory references, one of which must be from the candidate's most recent employer and online checks.