

Early Years Phase Leader Application Pack

Location: **The Limes Primary Academy**

Lime Avenue

Oulton

Lowestoft

Suffolk

REAch2 Registered address:

REAch2 Academy Trust

Scientia Academy

Mona Road

Burton Upon Trent

Staffordshire

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www.reach2.org

Contents

- Letter from Steve Lancashire, Chief Executive
- The application process and timetable
- Information about the role
- Background on REAch2
- Job Description
- Person Specification

Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust has academies based all across England and includes schools at various stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

The application process and timetable

Closing date for applications – Monday 12th March

Interviews – Monday 19th March

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

The application

You are invited to submit an application form, which is available together with this document.

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Kate Cracknell, Headteacher of The Limes, on head@thelimesacademy.org or 07785 445414

Completed application forms should be sent to: Mrs K. Cracknell, The Limes Primary Academy, c/o Gunton Primary Academy, Gainsborough Drive, Lowestoft, Suffolk. NR32 4LX or head@thelimesacademy.org

Completed equal opportunities monitoring forms should be sent to:

REAch2 HR DEPARTMENT e-mail: recruitment@reach2.org

About the role

Are you an outstanding Early Years Practitioner? Do you have the ability to inspire, lead and motivate children and staff? Have you got drive and vision to set up an Early Years phase from scratch? If so, we would love to hear from you! At The Limes Primary Academy we are looking for a Phase Leader for Early Years who will oversee all aspects of the Early Years phase. We are looking for someone who is up for a challenge and wants to get stuck in with all aspects of our academy life!

Post Title:	Phase Leader (Early Years)
Contract type:	Permanent
Location:	The Limes Primary Academy
Working hours:	Full-time
Start date:	1 st September 2018 but with an arrangement to begin in August 2018 in order to prepare the new building for use in September.
Salary:	Main/Upper Pay Scale + TLR 2

The Limes is a brand-new, state of the art academy on the Woods Meadow development in Oulton, which is being built with the capacity for 420 children. The school will initially have an intake of 60 Reception children. It will then grow year-on-year until it reaches full capacity. In addition to this we are excited to be able to offer a nursery provision in a separate, purpose built facility.

The academy now has a Headteacher who is looking to appoint permanent staff and join her in having the unique opportunity to build and grow the school from its infancy and be part of the founding team opening the academy in September. There is no doubt about it, setting up the academy from scratch will take vision, dedication and hard-work, but being part of that exciting and rare journey will be very rewarding, seeing the academy take shape over the next few years and being part of that vision and growth from the very start.

As a member of the academy's Senior Leadership Team, a Phase Leader will participate in the strategic leadership and management of the academy and will be responsible for the quality of teaching and learning across the phase they lead, as well as overseeing the effective management of academy resources within the phase. The position will oversee a team of people within the phase and be responsible for performance appraisal and standards across the board. As the school grows, Phase Leaders will also be responsible for a whole-school core subject area (Reading, Writing, Mathematics or Science) and work across the school to lead this specific subject. A large part of the Phase Leader role will include coaching and mentoring staff within the phase to ensure that teaching and learning is at least good or outstanding.

The role will grow and adapt with the academy over the coming years, and so the Phase Leader will need to be prepared for aspects of change and development as pupil and staff numbers increase over time. The post will be a class-based role with non-contact time provided to allow leadership responsibilities to be fulfilled, in addition to PPA. We would like someone to join us for September 2018, and we are also willing to remunerate a candidate who is able to support us during the summer holidays to set up the building in readiness for opening in September.

Ultimately, you will be responsible for overseeing all aspects of the Early Years phase. This will include the line management of the Nursery Manager and supporting with the development of our innovative nursery model, with the particular focus of exceptional learning and teaching. Over time, the Phase Leader will have a number of roles that report to them as the role expands, including other support staff and teachers. For the right candidate, there may be further leadership opportunities as the academy grows.

What we're looking for:

We are looking for a good and outstanding classroom practitioner within the Early Years who may already have some leadership experience within their setting, or someone who is ready to take the next step in their career. You will be someone who is highly driven and motivated, has an eye for detail, and can work flexible and creatively.

The successful candidate will have:

- The motivation to achieve the very best for the children in our care and be relentless in the pursuit of excellence
- Excellent inter-personal and leadership skills as well as the ability to inspire and challenge colleagues
- Proven experience as an effective good and outstanding classroom teacher
- Experience of working with children of different ages within the Early Years
- Have the ability to lead aspects of school improvement and ensure that all children are given opportunities to excel
- Excellent communication skills and a good sense of humour

In return we can offer:

- A firm commitment to you and your professional development
- Friendly, supportive, enthusiastic and hardworking colleagues, staff and governors
- A growing learning community
- Encouragement to develop new ideas and the opportunity to make a real difference
- Coaching and mentoring from the academy's Headteacher
- Fantastic trust-wide CPD opportunities
- Opportunities to further develop your career within our Multi Academy Trust, REAch2, the largest primary-only academy trust in the country
- The unique opportunity to help develop and shape a brand new school, including an innovative approach to EYFS provision
- A stunning school environment, with state of the art facilities
- And, most importantly, AMAZING children just waiting to meet you.

Background on REAch2

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, in time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

Our cornerstones and touchstones

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

The touchstones are:

- **Learning:** children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
- **Leadership:** we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
- **Enjoyment:** children deserve enjoyment in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging will release in children their natural curiosity, fun and determination.
- **Inspiration:** inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
- **Inclusion:** we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
- **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org

Job Description

Job title	Early Years Phase Leader, Reception Class Teacher, member of the Leadership Team
Salary Scale	Main/Upper Pay Scale +TLR 2
Responsible to	Headteacher
Responsible for	Teaching and support staff in the Foundation Stage
Purpose of Job	
<ol style="list-style-type: none"> 1. To carry out the duties of a school teacher as set out by the class teacher job description and the school teachers' pay and conditions document. 2. To support, hold accountable, develop and lead the phase team in order to secure high quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils in Foundation Stage. 3. To be a member of the School Leadership Team and make a significant contribution to the strategic development and direction of the school. 	
Context of Role	
<ul style="list-style-type: none"> • The Early Years Phase Leader will be part of a wider senior leadership team, comprising of other phase leaders for different phases of the school. • The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise. • All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils. All teachers except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager. • For newly qualified teachers, subject leadership will be taken by his/her line manager during the first year of employment at the school. • Teachers in the upper pay scale can be expected to make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards. • In particular, teachers at UPS will: <ul style="list-style-type: none"> ○ provide a role model for professional practice in the school ○ make a distinctive contribution compared with other teachers ○ contribute effectively to the wider team. 	
EYFS Lead	
<p>The EYFS Leader will work in partnership with the Leadership Team to secure The Limes' development and success, ensuring exceptional quality education for all its pupils and high standards of learning and achievement for all. The main responsibilities for this post are:</p> <ul style="list-style-type: none"> • To lead and manage the phase team to provide exceptional quality learning for all children within a secure, happy and caring environment. • To support, develop and coach teaching and learning across EYFS, so that the school has a consistently good or better teaching • To lead and co-ordinate assessment across EYFS, maximizing pupil and parental engagement • To liaise effectively with the senior leadership team (SLT) to ensure consistency of approach in teaching and learning and the highest quality of education for all its pupils. • To contribute to, and promote, the vision, culture and ethos of the academy. • To support day to day leadership in school 	

Planning, Teaching, Class Management and Curriculum Development

- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate.
- Lead and enable staff in planning, teaching and evaluation of teaching which enthuses and engages children in learning and ensures that high standards are recognised, valued and maintained in all areas of the curriculum.
- Provide feedback to teachers and disseminate examples of excellent planning and teaching.
- Lead a core subject across the academy.
- Work with teaching staff to promote best and innovative practice to enrich the range of teaching and learning styles in the school.
- Liaise with staff and parents to support positive well-being and good behaviour across the phase.
- Provide guidance to staff in feedback and assessment for learning and standards expected, in line with the academy's policies.
- Support colleagues to create a stimulating environment for learning.
- Take an active role within the academy's Appraisal policy in addition to supporting and promoting continuous professional development to ensure effectiveness and development of all staff.
- Liaise closely with staff and other professionals so that they are able to make a significant contribution to teaching and learning in the phase.
- To promote the maintenance of a tidy, well ordered area for your phase, which supports and reinforces learning.

Monitoring, Assessment, Recording, Reporting

- Ensure that planning, assessment, target setting, recording and reporting systems are implemented in line with academy policy.
- Monitor standards across the phase through observation, assessments, moderation and data analysis, and use this information to action required support – including setting targets for continuous improvement.
- Be able to present a coherent and account of the children's performance and other Early Years self-evaluation evidence in a form appropriate to a range of audiences, including governors, the LA, the local community, Ofsted and others.
- Ensure that all teaching staff and non-teaching staff are committed to the school's aims, and are accountable in meeting long, medium and short-term objectives to secure school development, and targets which secure the educational success of all EYFS children.

Strategic Leadership

- To promote and support the principle that all class based staff are leaders of learning.
- To be a strategic and supportive member of the wider senior leadership team.
- In consultation with the Headteacher and in line with the School Development Plan, create and implement an EYFS strategic plan, which identifies priorities and targets for ensuring that pupils achieve high standards and make good progress.
- Maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for children in Early Years.
- Lead by example, providing inspiration and motivation to your teams. Embody for the pupils, staff, governors and parents the vision, purpose and leadership of learning in EYFS.
- Have high expectations of all pupils and staff.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.
- Update teachers of changes to academy policy and ensure they are implemented effectively.
- Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents.
- Help develop a highly effective Early Years team through effective systems: organise and hold regular phase meetings to ensure good communication, consistency in practice and good pupil progress.
- Induct, support and monitor new staff within the phase.

Whole School/Other

- Be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.
- Undertake decision making and policy development across the school.
- Be aware of and support difference and ensure that the school's equalities and diversity policies are followed.
- Lead team in ensuring effective communication with parents/carers, SLT, governors and the wider community.
- Attend and contribute to SLT meetings.
- Show a commitment to work outside directed time when required.
- Contribute to and provide evidence for the school Self-Evaluation Summary.
- Contribute and lead on specific areas of the School Development Plan.
- Implement and develop key initiatives across the school as required.
- Develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Headteacher. This job description will be reviewed annually and may be amended at any time, to meet the changing demands of the school, following discussion between the Headteacher and member of staff.

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development as required by the schools' policies and practices.

The Limes Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy's pre-employment checks.

The Limes Primary Academy recognises that all individuals have fundamental human rights and therefore adopts a rights based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.

We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying equal opportunity within school.

Person Specification

	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Extensive experience of working across the Early Years Foundation Stage, including nursery. • Proven highly successful teaching experience in EYFS • Leadership experience (leading a team or leading a wider-school initiative) in the primary phase 	<ul style="list-style-type: none"> • Experience of working with children across the primary age range. • Experience of working in a pre-school setting. • Experience of leading a core-subject. • Experience of effective involvement with parents and governors
Qualifications	<ul style="list-style-type: none"> • A relevant degree • Qualified teacher status 	<ul style="list-style-type: none"> • Evidence of recent additional educational qualifications (e.g. NPQML) • Current First Aid/Paediatric First Aid certificate
Safeguarding	<ul style="list-style-type: none"> • Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. • Commitment to the protection and safeguarding of children and young people • Will co-operate and work with relevant agencies to ensure the appropriate safeguarding of children 	<ul style="list-style-type: none"> • Experience/training in fulfilling the role of a Designated Safeguarding Lead
Knowledge	<ul style="list-style-type: none"> • A thorough understanding of what constitutes high quality in EYFS educational provision, the characteristics of effective Early Years settings, and strategies for raising standards and outcomes for EYFS children • An extensive knowledge and understanding of how to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership • Extensive experience of curriculum planning, implementation, assessing and recording. • Knowledge of statutory requirements for the end of Early Years and have experience of working with these. • A commitment to continuous professional development. 	<ul style="list-style-type: none"> • Know how to use local, national and statistics to evaluate the effectiveness of teaching. • Confident skills in ICT • Evidence of successfully mentoring or coaching teachers and NQTs