

# EYFS Practitioner 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

DE13 0UF

[www.reach2.org](http://www.reach2.org)

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# 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 2<sup>nd</sup> July 2018 at 9am

**Interviews** – Friday 6<sup>th</sup> July 2018

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 from their application (see below).

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

An informal discussion with the Headteacher is essential - please contact Kate Cracknell at [head@thelimesacademy.org](mailto:head@thelimesacademy.org) or telephone 07785 445414. We hope you will take the time to find out more about our new academy and experience our warm welcome.

**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](mailto:head@thelimesacademy.org)

**Completed equal opportunities monitoring forms** should be sent separately to:

**REAch2 HR DEPARTMENT e-mail:** [recruitment@reach2.org](mailto:recruitment@reach2.org)

## About the role

### Are you:

- An excellent Learning Support Assistant with experience working in an Early Years setting?
- Excited to work in a brand new, state of the art school?
- Passionate about creativity, fun and learning through play?
- Hold a level 3 (or above) qualification related to early childhood, child care and development?
- Warm in character and committed to team work, recognising that more can be achieved together than is possible as individuals?
- Up for a challenge?
- Calm and able to work under pressure?
- Keen to be the best practitioner you can be?
- Determined to succeed and be relentless in the pursuit of excellence for our children?

If so, you'll love to work at **The Limes Primary Academy!**

At The Limes Primary Academy we are looking for Early Years Practitioners to work with our Reception and Nursery classes in a learning support role. We are looking for someone who is up for a challenge and wants to get stuck in with all aspects of our academy life! This is not just another job. This is the chance to be part of something exciting and worthwhile. We can offer you:

- 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 Early Years Phase Leader
- 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](http://www.reach2.org)**

## Job Description

<b>Job title</b>	Early Years Practitioner
<b>Salary Scale</b>	Grade 3 (below the bar) points 12 to 16
<b>Responsible to</b>	Nursery Lead, Early Years Phase Leader, Headteacher
<b>Responsible for</b>	Contributing to the attainment and progress of children within the EYFS.
<b>Purpose of Job</b>	
<ol style="list-style-type: none"> <li>1. To undertake support duties and assist the class teacher with the day to day needs of the pupils in the class so that they make more than expected progress.</li> <li>2. To deliver a range of activities, planned by the class teacher based on an observation and assessment cycle for the children in the class.</li> <li>3. Work within a staff team to ensure policies and procedures are implemented at all times.</li> <li>4. To support and promote the values and ethos of The Limes Primary Academy, including the provision of a caring, safe, secure and stimulating environment.</li> </ol>	
<b>Context of Role</b>	
<ul style="list-style-type: none"> <li>• Early Years Practitioners will be class based within the Early Years Foundation Stage of The Limes.</li> <li>• The school welcomes staff of high professional standard and shares the responsibility with each member of staff for continual review and the development of expertise.</li> <li>• All staff make a valuable contribution to the school's development and, therefore, to the progress of all pupils.</li> </ul>	
<b>EYFS Practitioner</b>	
<ul style="list-style-type: none"> <li>• Provide pupils with the level and type of support specified by the teacher, whilst at the same time encouraging the pupils towards independence and accepting responsibility for their own behaviour.</li> </ul>	

### **Planning, Teaching, Class Management and Curriculum Development**

- To contribute to the planning of safe, creative and appropriate opportunities according to children's needs and interests to fully meet the requirements of the EYFS.
- To work creatively with children within the EY framework, in order to provide an enabling learning environment for all children.
- To deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- To deliver local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided to support the development of pupils' skills.
- To supervise and support individuals, groups of children and whole classes in both adult initiated and child initiated activities, interacting with them to support their learning and development, under the direction of the teacher.
- Set out learning materials/areas as directed by the teacher so that pupils are able to participate safely and effectively in the planned activities, both in the indoor and outdoor learning environment.
- Supporting the organisation of the availability and use of general and specialist play equipment and other resources, ensuring that they are clean, safe and secure. Adhering to risk assessments as appropriate.
- To establish a good relationship with pupils by using language and other communication skills that the pupils can relate to and understand.
- To develop and maintain good relationships and communication with parents/carers to support meeting the needs of each child.
- To promote the academy values, attitudes and good child behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging children to take responsibility for their own behaviour, promoting self-control and independence.
- To encourage pupils to interact with each other in an appropriate and acceptable manner.
- To liaise with the EYFS team and SLT members to ensure that particular needs of children are met.
- To ensure all children have equal access to opportunities to learn and develop.
- To liaise with other members of school staff to share information and agree course of action.
- To liaise with advisory and support staff in supporting particular children.
- To accompany teaching staff and children on visits, trips and out of academy activities as required, taking responsibility for a group under the supervision of the teacher.
- To use ICT effectively to support learning activities and develop pupils' competence and independence in its use.

### **Monitoring, Assessment, Recording, Reporting**

- To observe and record pupils' assessment as required by the teacher using the academy's online learning journey.
- To monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- To provide reflective and accurate feedback as required, to the class teacher, on pupil progress and achievement.
- To have knowledge of individual pupils targets recorded on their individual plan/learning ladder

### **Whole School/Other**

- To actively participate in relevant staff training and development opportunities.
- To liaise regularly with the teacher and/or take part in planning meetings, inset days and any other meetings as required and to take part in training activities offered by the school to further knowledge and respond to the changing needs of the academy.

- To develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.
- To provide consistent and effective support for colleagues in line with the requirements and responsibilities of your role.
- To undertake playground supervision during breaks and lunchtime and to encourage appropriate behaviour and where necessary, challenge inappropriate behaviour; reporting difficulties to a member of the teaching staff.
- To actively promote and support the safeguarding of children and young people in the workplace, ensuring that all staff and volunteers observe academy policies and procedures to keep children safe from harm.
- To act in accordance with current legislation, policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection; hygiene; inclusion; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.
- To be aware of and support difference and ensure that the school's equalities and diversity policies are followed.
- Work requires bending, kneeling and crouching for periods of time and may also involve lifting or holding children during planned activities, and changing nappies/toileting duties.
- Activities will occur both inside and outside.

*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
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Extensive experience of working across the Early Years Foundation Stage.</li> <li>• Experience of working with children with Special Educational Needs and Disabilities (SEND)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with children across the primary age range.</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Relevant qualifications in supporting learning and teaching, equivalent to NVQ Level 3.</li> <li>• Excellent numeracy/literacy skills, equivalent to NVQ 2</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant degree or equivalent professional qualification.</li> <li>• Evidence of recent additional educational qualifications/skills, e.g. bilingual, sign language, ICT</li> <li>• Current First Aid/Paediatric First Aid certificate</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• A thorough understanding of what constitutes <b>high</b> quality EYFS educational provision and the characteristics of effective Early Years settings.</li> <li>• An extensive knowledge and understanding of how to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective positive management.</li> <li>• Clear working knowledge of safeguarding children and vulnerable adults' regulations and procedures.</li> <li>• Good understanding of child development and learning processes.</li> <li>• A commitment to continuous professional development, constantly improving own practice/knowledge through self-evaluation and learning from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of statutory requirements for the end of Early Years and have experience of working with these.</li> </ul>

<p><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• Excellent communication skills.</li> <li>• Able to use a wide range of equipment effectively.</li> <li>• Use effective ICT skills for teaching and learning.</li> <li>• Excellent organisational and time management skills.</li> <li>• Flexible and keen to adapt to the needs of the school.</li> <li>• Ability to work effectively as part of a team of staff and governors.</li> <li>• Ability to demonstrate positive and highly effective behaviour management skills</li> <li>• Be committed to a high quality, student focuses approach to learning</li> <li>• A passion for learning and the ability to inspire children to reach their full potential.</li> <li>• Demonstrate a positive and professional attitude at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Able to use online learning journey systems, such as Tapestry.</li> </ul>
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</li> <li>• Positive, caring attitude, enthusiasm and sense of humour</li> <li>• Ability to maintain confidentiality</li> <li>• Commitment to personal and professional development</li> <li>• Excellent interpersonal skills</li> </ul>	

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