



Early Years Foundation Lead Recruitment Pack

(TLR for the right candidate)





Thank you for your interest in a career with The Futures Trust. We hope that this recruitment pack provides you with all the information you need to start your journey with us.

The Futures Trust is a growing Trust with four primary schools and five secondary schools located in Coventry, Warwickshire and Leicestershire. We have 8,000 pupils in our schools and over 1,000 colleagues work for the Trust supporting our school community.

The Trust is committed to building brighter futures for everyone. This commitment is underpinned by 3 clear values:

1. Students first

Teachers and leaders totally focused upon the educational benefit of our students.

2. It's about learning

Students, teachers and leaders focused upon developing and improving their learning.

3. No barriers

No excuses, only support to ensure student, teachers and leaders maximise their achievement.

It is an exciting time to join the Trust. We offer trust wide career paths and invest in outstanding opportunities for our staff to learn and grow.

If you join The Futures Trust team, you will be part of a professional learning community totally focussed upon learning and dedicated to ensuring learners achieve their potential and build their own bright future. We look forward to hearing from you.





Camp Hill School is a thriving school that is committed to Building Brighter Futures for all of their students.

Every decision we make is about the young people we serve, their learning experience and their personal development. We are looking to expand our team of Talented professionals who excel in their field to help us on the next phase of our exciting journey.

Rachel Whittingham, Headteacher

| | |
|--|--|
| JOB TITLE: | EARLY YEARS FOUNDATION LEAD |
| OPPORTUNITY: | <p>We are seeking to appoint an exceptional practitioner to support Camp Hill Primary School on the next phase of its improvement journey.</p> <p>The successful candidate will support the Headteacher and Governors in actively promoting our vision and ethos in every aspect of school life. They will provide strong and motivational leadership as part of a team to ensure the best outcomes for all pupils at Camp Hill Primary School, with a focus on the EYFS.</p> <p>The role offers an opportunity to work with dedicated colleagues, a supportive governing body and education and support professionals across The Futures Trust.</p> |
| REPORTING TO: | Headteacher |
| LOCATION: | Based at Camp Hill Primary School with a requirement to travel to work at or for schools in the Trust |
| SALARY: | Main Scale/Upper Scale + TLR for the right candidate |
| BENEFITS – ENHANCING WORKING LIVES: | <ul style="list-style-type: none"> • Competitive rates of pay • Extensive professional development opportunities across the Trust • Career pathways across the Trust • Teacher/Local Authority Pension Schemes • Online retail discount • Employee Assistance Programme • Family Friendly policies to support family & carer commitments • Flexible Working Arrangements <p>www.thefuturestrust.org.uk/why-work-for-the-futures-trust</p> |

JOB DESCRIPTION



Job Purpose

- To provide strong and motivational leadership as part of a team to ensure the best outcomes for all pupils at Camp Hill Primary School, with a focus on the EYFS.
- To support the Headteacher in actively promoting the Camp Hill vision and ethos in every aspect of school life.
- To be accountable for the delivery of key strategic objectives in the EYFS, making decisions in line with the visions and values of Camp Hill and the Trust.
- To work closely with the Headteacher and other members of the leadership team to lead on operational day to day leadership and management of the EYFS in addition to other specific leadership responsibilities, including the development of an inclusive, aspirational curriculum, teaching and learning and assessment across the Early Years.
- To work to a high standard in implementing school policies, priorities and expectations, so as to be an exemplary role model for the school community.
- To actively promote a culture of teamwork, in which the views of all members of the school community are valued and taken into account.
- To play a role in the self-evaluation of the school EYFS including communicating monitoring and evaluation to key stakeholders

Key responsibilities

- To work with the Headteacher and Senior Leadership Team to drive forward the improvement agenda, the ethos and vision for the school through the delivery of the school improvement plan for the EYFS
- To ensure the school complies with relevant legislation and guidance in relation the EYFS
- To contribute to the evaluation of school performance and identify priorities for improvement.
- To ensure high expectations and a quality education for all children in the EYFS.
- To oversee, maintain and further develop a productive and nurturing learning environment in the Early Years, with an emphasis on children's engagement and enjoyment of school.
- To oversee and quality assure teaching and learning, curriculum development and assessment in the EYFS
- To communicate and explain EYFS school policy and decisions to staff in the school, to parents and children and to the community.
- To take a lead and show initiative proactively seeking to further improve the school's Early Years provision
- To work closely with Early Years and other staff to ensure best practice and hold staff to account effectively.
- To lead and develop staff in the Early Years, at all levels, to ensure impact.
- To be aware and stay up to date with current theory and practice in the EYFS, the changing needs of EY children, and trends in data and society.
- Attend appropriate meetings and undertake appropriate professional development.
- Liaise with parents and other agencies as appropriate.

Leading, Learning and Teaching

- To lead the development of an ambitious, inclusive and rich Early Years curriculum which meets the needs of children in the EYFS in the school and takes account of their cultural capital.
- To lead the development of an agreed Early Years pedagogy, which is compatible with the pedagogy in KS1 and KS2, and ensure its effective implementation.
- To strive for continuous improvement in the quality of Early Years teaching and learning and progress of children.
- To ensure the curriculum and teaching and learning meets the needs of all EYFS pupils, including the disadvantaged and those children with SEND.
- To monitor and evaluate the standards of teaching and learning within the school EYFS, ensuring the highest standards of professional performance are maintained.
- To support the development of an effective Early Years assessment framework and its implementation.
- To contribute to the analysis of key school performance data to ensure priorities are appropriate and improvements in standards is promoted.
- To contribute to the monitoring and evaluation schedule and school evaluation.
- To look internally and externally to find, develop, and embed best practice in the school so that the EYFS curriculum, teaching and learning and assessment continually develop.
- To support strategies to promote high standards of behaviour in the EYFS.
- To undertake a teaching commitment and be an excellent practitioner, modelling through your own teaching, having high expectations and challenge in line with school priorities and organisational need.
- To identify and support the emerging talents, coaching current and aspiring leaders and teachers in the EYFS.

Leading and Managing

- To be able to work independently and as part of a team.
- To have an up-to-date knowledge of school, local and national data, for the EYFS, and use this to inform priorities.
- To line manage key priorities and areas effectively and ensure children's outcomes and the quality of provision in the EYFS are excellent.
- To contribute to the school's planning process and the distribution of resources, for the Early Years, to ensure they meet the school's identified priorities and achieve best value, and to evaluate the impact.
- To work with Senior Leaders and Subject Leaders on their improvement plans, in relation to the EYFS, ensuring that the Early Years is represented in whole school improvement planning.
- To lead staff professional development, where appropriate
- To follow the agreed, standardised line management agenda reporting back to SLT and Governors.
- To work with the Headteacher to ensure the implementation of the performance management process across the school, as needed.
- To ensure strategic plans are implemented effectively ensuring deadlines are set and met.
- To enthuse, inspire and motivate staff to create a can-do culture which promotes our values and ensures high standards.

Securing Accountability

- To support staff in the EYFS in understanding their own accountability and develop approaches to review and evaluate the impact of the EYFS staff team.
- To gain an understanding of the diversity of the school community and support all groups within the community.

- To contribute to policies and practice which promotes equality of opportunity and tackles prejudice.
- To lead the development of a curriculum in the Early Years, which provides children with opportunities to enhance their learning within the wide community.
- To drive improvements in attendance in the EYFS, working in collaboration with parents and other stakeholders.

Developing Self and Working with Others

- To actively promote and ensure the safety and welfare of children in the EYFS.
- To contribute to the creation of a positive school ethos, in which every individual is known, valued, and treated with dignity and respect.
- To support the development of collaborative approaches to learning with the school and beyond
- To support the induction of staff new to the school EYFS.
- To set high expectations for your own performance and that of others.
- To engage in relevant professional development activity as necessary.
- To provide support for colleagues both teaching and non-teaching in improving their Early Years classroom practice and their support for the children.
- To work with the Headteacher to take into account the workload and wellbeing of the EYFS staff team.

General

- As an EYFS Lead, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions document. In addition, you will be required to fulfil any reasonable expectations for the Headteacher.
- The post will require you to work in partnership with Senior Leadership Team, Governors, The Trust and staff to ensure the continuous improvement of the EYFS at the school.

PERSON SPECIFICATION



| Qualifications and experience | Desirable | Essential |
|---|-----------|-----------|
| Must have QTS (Qualified Teacher Status). | | E |
| Substantial experience of working in primary schools in the EYFS | | E |
| First degree or Certificate of Education. | | E |
| Relevant recent professional development. | | E |
| Post graduate qualification (other than PGCE) at Masters level or other evidence of sustained professional learning | D | |

| Leadership | Desirable | Essential |
|---|-----------|-----------|
| Experience of providing inspiration and strong leadership to teaching staff. | | E |
| Lead by example in promoting the school's vision and values to pupils, staff, Governors and parents of the school | | E |
| Ability to set and meet challenging targets for pupils and the school, and to enable others to do this | | E |

| Leading learning and teaching | Desirable | Essential |
|--|-----------|-----------|
| Excellent EYFS Teacher | | E |
| Ability to access, analyses and interpret information | | E |
| The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community. | | E |
| Able to develop strategies for performance improvement. | | E |
| Experience of raising standards for all in the pursuit of excellence; Continuous learning for the entire school community; Entitlement of all pupils to effective learning and teaching; and Choice and flexibility to meet the personal learning needs of every child. | | E |

| Developing self and working with others | Desirable | Essential |
|--|-----------|-----------|
| Fosters an open and equitable culture and manages conflict. | | E |
| Develops, empowers and supports individuals and teams. | | E |
| Collaborates with others within and beyond the school. | | E |
| Challenges, influences and motivates others to attain high goals. | | E |
| Gives and receives effective feedback, and acts to improve personal performance | | E |
| Accepts appropriate support from others including colleagues and Governors. | | E |
| Is committed to: Effective Working Relationships; Effective Team Working; and Continuing Professional Development for all (including self). | | E |

| Strengthening community | Desirable | Essential |
|---|-----------|-----------|
| Recognises and takes account of the diversity of the school community. | | E |
| Builds partnerships and community consensus on values, beliefs and shared responsibilities. | | E |
| Listens to, reflects and acts on community feedback. | | E |
| Builds and maintains effective relationships with parents, carers, partners, and the community that enhance pupil education. | | E |
| Is committed to: Effective teamwork within the school and with external partners; Working with other agencies for the well-being of all pupils and their families; Involving parents and the community in supporting pupil learning and in defining and realising the school vision; Collaborating and networking with other schools to improve outcomes. | | E |

| Personal attributes | Desirable | Essential |
|---|-----------|-----------|
| Excellent written and verbal communication skills. | | E |
| Adaptable to changing circumstances and new ideas. | | E |
| Approachable, reliable, has presence and enjoys being highly visible to children and parents. | | E |

| | | |
|---|--|---|
| Self-motivated with good organisational skills and the ability to prioritise workload effectively | | E |
| Inquisitive and able to think creatively, solve problems and make decisions based on sound judgement. | | E |
| Values diversity and the unique contribution that every individual makes to the learning community. | | E |
| Demonstrates professionalism, loyalty and integrity. | | E |

HOW TO APPLY



| | |
|---------------|-------------------------|
| CLOSING DATE: | Monday 24 February 2025 |
| INTERVIEWS: | w/c 3 March 2025 |

If you wish to find out more about this role and a career within The Futures Trust please contact the Recruitment Team on tel: 02477 102134.

To apply for this post, please download an application form from www.thefuturestrust.org.uk/work-with-us/recruitment-pack and return to recruitmentadmin@thefuturestrust.org.uk

On application please read the following policies found [HERE](#)

- Camp Hill Primary School Child Protection & Safeguarding Policy
- The Futures Trust Safer Recruitment Policy
- The Futures Trust Suitability Policy
- GDPR Privacy Notice for Applicants

The Futures Trust are committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to share this commitment.

The successful candidates for all positions will be subject to an enhanced DBS check and Social Media check.