

Information Pack

Early Years and Writing Lead

Required for:

1st September 2024

Closing date for applications: Tuesday 16th April 2024

Interviews: Week Commencing 22nd April 2024

**Dear Prospective Applicant**

Thank you for your interest in applying for this post. This is an exciting opportunity to make a significant difference to the lives of our pupils at Old Sarum Primary School.

Our staff are hardworking, dedicated and flexible individuals who support our high quality teaching and learning throughout the school. We believe our school community should be ‘***A home for the heart, an adventure for the mind and a foundation for the future’*** and we strive to make a difference daily in the lives of our children and families.

* The EYFS lead role is an exciting leadership opportunity to strategically coordinate as well as operationally support the EYFS team to meet the needs of our youngest children, giving them the best start for their school journey. This will involve creating a safe, welcoming environment, both indoors and outdoors, communicating closely with parents and families, sharing and developing outstanding EYFS practice, knowledge and expertise, and overseeing the planning of a curriculum that meets the requirements of the EYFS framework and promotes pupils progress towards the Early Learning Goals. It will also involve extending best practice to support continuous provision and the outdoor learning environment into Year 1, coaching and mentoring colleagues as needed.
* The Writing Lead aspect of the role is an exciting core subject leadership opportunity to have whole school impact on our writing curriculum and outcomes for all of our children. Following the ‘Talk4Writing’ approach, it will involve monitoring, modelling, mentoring, delivering training and driving the progress of writing. It will also provide an opportunity to be part of senior leadership discussions, initiatives and action planning.

We are proud to be a part of the MLP Trust, a creative and forward-thinking teams of teachers and leaders. We pride ourselves on developing positive relationships with pupils; we believe that being approachable and caring is what helps us safeguard pupils and drive progress.

**Magna Learning Partnership**

Magna Learning Partnership are a mixed Trust of Church and community academies based within a ten mile radius of Salisbury. They are:

Sarum Academy, Wyvern St Edmund’s Learning Campus (two secondary schools working together), The Trafalgar School, Salisbury Sixth Form College, Old Sarum Primary, Amesbury Archer Primary School, Bemerton St John Primary School, Pembroke Park Primary School and Nursery and The New Forest Primary School.

We are committed to inclusion and to enhancing the life chances of our children and young people. New staff joining the Trust can be assured of a warm, supportive environment along with robust professional challenge and a strong sense of shared vision and ethos: our aim is that every pupil fulfils their potential and that, through an excellent education in one of our schools, their life chances are significantly enhanced.

Magna Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. The successful applicants will be subject to enhanced DBS checks. References will be sought on shortlisted candidates before interview.

**How to Apply**

Please take time to look at our school by visiting: https://www.oldsarum.wilts.sch.uk/ .You can also find information about the schools within the Trust on the Magna Learning Partnership website. Should you have any specific queries, which are not answered by the information we have provided, or wish to visit us prior to making an application, please contact us on matthewsmith@oldsarum.wilts.sch.uk.

Please email your application to matthewsmith@oldsarum.wilts.sch.uk, remembering to include three documents:

* Application Form
* Equality & Diversity Form
* Letter of Application (no more than 2 sides of A4 paper) in which you should detail the skills, attributes and experiences which make you an appropriate candidate for the post. Please try to include information in this letter that helps us get to know you as well as your professional skills.

**Disclosure & Barring Service**

Due to the nature of the position for which you are applying, and to ensure your suitability for this type of work, you will be required to apply for clearance from the Disclosure and Barring Service if you are successful in your application. This will take place before your appointment is confirmed. The clearance process will disclose details of formal cautions, reprimands and final warnings, as well as convictions. Having a criminal conviction will not automatically exclude you from employment – this will depend on the nature of the position, and the circumstances and background of the offences committed.

We look forward to receiving your application.

Yours sincerely

***Sarah Barwell***

***Head Teacher***

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|  | **Essential** | **Desirable** | **Assessed by** |
| Qualifications | * Qualified Teacher Status
* Degree or equivalent
 | * Evidence of continuous CPD and commitment to further professional development
* Masters degree
 | Application form |
| Experience | * Experience in teaching EYFS
* Leadership experience
* Evidence of engaging successfully with all stakeholders (parents, governors, local community etc)
* Subject leader experience
 | * Experience in at least two primary schools
* Evidence of participating in and developing extra-curricular activities / clubs
* Experience of Talk for Writing and White Rose Maths
* Experience and understanding of teaching and learning across the primary age range.
* Experience of leading EYFS / KS1
* Experience of using Tapestry
 | Application form and references |
| Knowledge and Understanding | * Expert knowledge of the EYFS statutory framework and handbook
* Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve
* Ability to build effective working relationships with staff and other stakeholders
* Ability to adapt teaching to meet pupils’ needs
 | * Awareness of local and national organisations that can support delivering the EYFS
* Understanding of Trauma informed/ Thrive approaches in Primary schools.
 | Application form, references and interview |

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|  | * Ability to build effective working relationships with pupils
* Knowledge of guidance and requirements around safeguarding children
* Knowledge of the monitoring, assessment, recording and reporting of pupil progress expectations for EYFS
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| Professional Skills | * Proven track record as an exceptional teacher
* Excellent communication skills, with a range of audiences, both orally and in writing
* Excellent behaviour management
* Ability to work effectively in a team
* Can build excellent relationships with the whole community
* Ability to use ICT for teaching, learning and personal record keeping
 | * Evidence of highly effective teaching in more than one year group
 | Application form, references and interview |
| Personal Qualities | * Good sense of humour and ability to maintain perspective
* Use initiative
* Possess integrity and loyalty
* Committed to the development of the whole child
* Innovative thinker
* Possess high standards and expectations of self and others
* Commitment to getting the best outcomes for all pupils
* Uphold and promote the ethos, vision and values of the school
* Ability to work under pressure and prioritise effectively
* Ability to communicate a vision and inspire others
 | * Go above and beyond to make a difference
 | Application form, references and interview |

**Early Years and Writing Lead**

**Job Description**

**32.5 Hours per week**

**Main Scale 1-6 Salary (£30,000 to £41,333)**

**Plus TLR 2a for Writing Lead (£3,226)**

**Purpose of the job:**

Take specific responsibility and accountability for the day to day management and organisation of EYFS, ensuring high quality learning for all children within a safe, secure, happy and caring environment

Strategic direction

* Develop and implement policies for the EYFS in line with our school’s commitment to high-quality teaching and learning
* Have a good understanding of how well the EYFS is being delivered and the impact on pupil achievement
* Use this understanding to feed into the school development plan and produce an action plan for the EYFS
* Promote pupils’ spiritual, moral, social, cultural, physical and mental development alongside British values
* Consult pupils, parents and staff about the EYFS and its effectiveness, and assess the feedback against the school’s vision, values and aims
* Work with the special educational needs coordinator (SENCO) to ensure the curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities
* Work with subject leaders to understand how their subject is developed at the EYFS
* Liaise with the Trust on EYFS-related projects and activities
* Share outstanding EYFS practice, knowledge and expertise throughout the school as appropriate

Leading the curriculum

* Develop and review regularly the vision, aims and purpose for EYFS
* Monitor changes to EYFS teaching, learning and school improvement, and share with staff as appropriate
* Oversee the planning of a curriculum that:
	+ Is diverse and inclusive
	+ Meets the needs of all pupils and the requirements of the EYFS framework
	+ Is well sequenced to promote pupil progress towards the early learning goals (ELGs)
	+ Is effectively and consistently implemented across the EYFS
* Make sure there is an effective system of assessment that meets the requirements of the EYFS framework and tracks the progress of pupils to check the curriculum has a positive impact on learning
* Have an overarching responsibility for pupils’ achievement and standards in the EYFS

Leading and managing staff

* Hold regular team meetings on the EYFS to keep staff informed of developments or changes
* Provide support to staff regarding teaching and learning, resources, and planning in the EYFS
* Take a leading role in inducting new EYFS support staff and making sure they uphold expected values and teaching standards
* Coach and model using team teaching and other strategies
* Monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate
* Work alongside Year 1 colleagues to ensure best practice form EYFS filters through to Year 1.

Efficient and effective deployment of resources

* Create a safe, welcoming environment, indoors and outdoors.
* Audit the indoor and outdoor learning spaces in the EYFS to evaluate the quality of the overall learning environment and update/ enhance as needed to meet the needs of the children
* Ensure resources used are diverse, inclusive and accessible
* Ensure classroom displays for the EYFS are stimulating, of high quality, and inspire curiosity in pupils
* Support continuous provision in the EYFS, which allows pupils to play independently and gives them a sense of ownership over their environment
* Audit, check and manage resources to ensure they are up to date, and match pupil and curriculum needs
* Ensure that any money spent on resources adds value and enhances the learning experience

**Duties and responsibilities:**

* + Have overall responsibility and accountability for EYFS ensuring curriculum continuity, consistency, balance, match and progression
	+ Support and implement the vision, values and ethos of the school
	+ Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in the curriculum and/or pastoral management
	+ Ensure policies are translated into practice by the team
	+ Together with Leadership Team, lead on the school self-evaluation process for EYFS including learning walks, work scrutiny, monitoring of school standards and bringing about improvement
	+ Manage effectively the transition of pupils to and from your phase and within it
	+ Be a proactive and effective member of the Extended Leadership Team
	+ Be an effective role model for your team in terms of teaching, behaviour and classroom management
	+ Challenge underperformance of teaching and learning in EYFS by promoting a high support/ high challenge culture
	+ Be responsible for the pastoral care of children in EYFS, promoting independence and good behaviour
	+ Together with the Leadership Team of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your phase
	+ Deploy support staff effectively as appropriate
	+ Communicate effectively with parents/carers with regard to pupils’ achievements and well-being using school systems/processes as appropriate

**Writing Lead Duties:**

* Lead and oversee developing the writing curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life.
* Develop and monitor the writing provision across the school, using the Talk4Writing approach.
* Lead staff development of writing skills and whole school curriculum development of writing.
* Use data on pupil performance to inform policy and practice, identify underachieving pupils or specific gaps and monitor the impact of literacy strategies across the school.
* Assist the senior leadership team in considering, planning and reviewing the intent, implementation and impact of any Literacy policies and practices.
* Assist the senior leadership team in establishing plans for the development of writing that supports the school improvement plan.
* Work as part of the teaching and learning team leading and managing staff
* Establish clear expectations and constructive working relationships among staff through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate.
* Act as a positive role model for others.
* Evaluate practice, identifying strengths and next steps to improve writing outcomes for all children
* Provide CPD for staff and coach/ model to or mentor members of staff in order to develop teaching and learning and to enable teachers to achieve expertise in the teaching of writing.
* Ensure that trainee and newly qualified teachers are trained, monitored, supported and assessed in relation to the teaching of writing.
* Work with the SENCO and any other staff with special educational needs expertise, to ensure that work is matched to individual pupils’ needs.