



Ermine Street Church Academy

Member of the Diocese of Ely Multi-Academy Trust

Rooted & Established in God's Love: Explore, Discover, Learn



Early Years Foundation
Stage (EYFS) LEADER

Application Pack

April 2023

Dear Applicant,

Thank you for your interest in the Early Years Foundation Stage (EYFS) leader position which is currently being advertised by the Ermine Street Church Academy.

About the School:

Ermine Street is the first school to be constructed on the Alconbury Weald development, which is a few miles north of Huntingdon and, we are part of the Diocese of Ely Multi-Academy Trust (DEMAT). Ermine Street opened in September 2016 as a two-form entry school with provision for 420 children. 10 children attended on our first day and there are now 244 on roll.

At Ermine Street Church Academy, we believe that pupils and staff have the right to work in an environment that is safe, friendly, calm and fair. Our ethos is built on mutual respect, care to one another and promotes good learning behaviours.

THE ERMINE STREET ETHOS

Thank you for **respecting everyone**.

Please **take responsibility** for your **choices**.

Thank you for **serving others**.

Please **care for yourself**.

Thank you for being a **tenacious learner**.

Please **smile** at your **successes** and your **mistakes**.



Welcome to the Diocese of Ely Multi-Academy Trust (DEMAT)

The Church of England has been providing high quality education in England for more than 200 years.

The DEMAT promise encompasses providing the best education and life chances we can through nurturing our children's values of Love, Community, Trust, Respect and Ambition.

We recognize the importance of continually improving the quality of education across our schools. We are investing in the development of our curriculum, teaching and wider provision to ensure these improvements are realized.

Our schools give children the chance to learn, grow and make friends in a happy and inclusive learning environment. We provide them with a firm foundation for the future and the opportunity to thrive.

We equip children with the skills and knowledge to fulfil their potential, to build their confidence and aspirations and help them to understand the positive role they can play in their local communities.

We seek to instill a lifelong love of learning, to expand each child's horizons, and to give them the tools to succeed in whatever they set their minds to.

Our vision is for every child to flourish, to be introduced to the richness of human experience, and to understand, question, and contribute to the world around them.

Our strategic plan will be delivered through four core strands, all of which are underpinned by our Christian distinctiveness.

1. Children are at the heart of all we do.
2. Keep close to the work.
3. Maintaining a legacy, creating new traditions.
4. Aspirational, yet sustainable.

Job Description— Main Scale Pay Range teacher

Immediately responsible to: As an EYFS Leader you will be directly accountable to the Headteacher and DEMAT. At all times, teachers must operate within school policies and procedures.

Purpose of the Job

As an EYFS Leader you are expected to be knowledgeable and show good understanding of EYFS curriculum and How children learn. You required to have good knowledge of the statutory requirement for this year group and able to meet required deadlines. In your additional role of Class teacher, you are required to be competent in all elements of the Teacher Standards, to discharge the Teacher responsibilities as set out in the School Teachers Pay and Conditions Document 2015, and as may be amended by subsequent documents, and to act in accordance with the school's ethos, policies and practice, under the direction of the Headteacher.

Duties and Responsibilities

Safeguarding

To adhere to all academy safeguarding policies and practices at all times, placing the greatest possible importance on safeguarding and expecting the same commitment from all colleagues.

Support for pupil

- Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's knowledge-rich, broad curriculum; adhering to school's curriculum outlines and schemes of work in order to achieve target levels of pupil attainment, progress and broader outcomes.
- Have good understanding of how children learn and use teaching methods which are evidence based in line with the school's pedagogical approach.
- Set model and adhere to high expectations at all times.
- Assess, monitor, record and report on the learning needs, progress and achievement of assigned pupils.
- Be familiar with the SEN Code of Practice and, as part of the responsibilities under the Code, create, review and implement support plans.
- Evaluate your own teaching critically and use this to improve your effectiveness.

Whole school organization, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's ethos and aims.
- Attend staff meetings and other training and engage in the ongoing process of school improvement.
- Work with others on curriculum and pupil development to secure coordinated outcomes.

Support for the School

- Ensure that child protection and safeguarding are given the utmost priority so that children are protected from harm, and their welfare promoted at all times. Show absolute commitment to the school's Child Protection policy and other related policies.
- Be aware of, and comply with, policies and procedures relating to child protection, health and safety and security, confidentiality, data protection, intimate care and SEN code of practice 2014 reporting all concerns to an appropriate person.
- Be aware of, and support, difference and ensure all pupils have equal access to opportunities to learn and develop.
- Ensure confidentiality and maintain professional standards in this area by reporting concerns or information to Class Teacher, SENCO, Assistant Head and Head Teacher.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through the implementation of the school's behaviour policy.
- To assist in the general efficient operation of the school, including providing cover for other support staff as necessary and providing cover for teachers as directed by the Headteacher.
- To liaise as necessary with parents and carers and with outside agencies, offering support and advice as required.

Management of staff and resources

- Direct, supervise and support staff assigned to you.
- Deploy resources delegated to you in accordance with school policies.

Professional development

- Undertake Sounds-Write training to effectively deliver early reading instruction at Ermine Street Church Academy
- Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of support staff.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Take responsibility for improvement in response to feedback received as part of regular monitoring.

Communication

- Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice;
- Operate an 'open door policy' and be proactive in approaching and communicating with parents and carers;
- Contribute to events that provide parents with an understanding of school practices.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school;
- Participate in administrative and organisational tasks, including the direction or supervision of persons

providing support for the teachers in the school.

Fulfil wider professional responsibilities

- To be fully supportive of our Church school distinctiveness and Christian identity, taking part in a range of associated activities, including leading Collective Worship;
- Make a positive contribution to the wider life and ethos of the school.

Job context and flexibility

The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Due to the everchanging nature of the school, a flexible attitude and willingness to assist others in the team, when required is necessary.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

Ermine Street Church Academy and DEMAT are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be subject to an Enhanced DBS check, two satisfactory references and a Disclosure of Criminal Record and Disqualification Declaration.

Person Specification

This person specification is related to the requirements of the post as determined by the job description. Short listing is carried out on the basis of how you meet the requirements of the person specification. You should refer to these requirements when completing your application.

Criteria	Essential	Desirable
Qualifications/ Professional development	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Successful experience of teaching primary aged pupils. • Experience of building positive links with parents and the wider community. • Evidence of relevant CPD • Recent relevant training in current educational practice 	<ul style="list-style-type: none"> • Training in leadership or middle management in schools • Successful experience of preparing children for end of Key Stage Assessments. • Experience of teaching across the primary age range. • Experience of mixed-aged teaching. • Experience of and or training in subject leadership.
Skills and knowledge	<ul style="list-style-type: none"> • Knowledge of the National Curriculum • Excellent knowledge and understanding of the EYFS curriculum • Knowledge of children's' development in teaching of literacy and maths in EYFS • Knowledge of phonics teaching and development of early reading • Knowledge of effective teaching and learning strategies. • A good understanding of how children learn. • Ability to adapt teaching to meet pupils' needs. • Ability to build effective working relationships with pupils. • Knowledge of guidance and requirements around safeguarding children. • Knowledge of effective behaviour management strategies. • Good ICT skills, particularly using ICT to support learning. 	<ul style="list-style-type: none"> • Specialist knowledge of and an ability to lead more than one subject. We are particularly interested in Science, Computing, RE, and Music; however, any subjects will be considered. • An understanding of the three Is and of the responsibilities of a subject leader under the new Common Inspection Framework. • Knowledge of evidence-based research and practice.
Strategic Direction and Development of EYFS	<ul style="list-style-type: none"> • Help develop a highly effective Early Years team through effective systems. • Maintain the school's ethos and provide and deliver a knowledge-rich curriculum which is blended with child-led learning • Be able to present a coherent and accurate account of the children's performance and other Early Years self-evaluation evidence in a form appropriate to a range of audiences • Ensure all teaching staff and non- teaching staff under your supervision are committed to the school's aims, and are accountable in meeting targets which secure the educational success of all EYFS children. • Oversee and ensure all staff in the EYFS are working in accordance with safeguarding legislation and that staff remain vigilant at all times. • Lead professional development of staff through example, creating strong team work. 	<ul style="list-style-type: none"> • Coaching and mentoring of staff • Mentor trainee and newly qualified teachers and support the induction of any new staff in EYFS.
Assessment and Evaluation	<ul style="list-style-type: none"> • To work with the Leadership team to monitor, evaluate and review the effects of policies, priorities and targets of 	

in EYFS	<ul style="list-style-type: none"> the school in practice, and take action as necessary. To contribute to the School Evaluation Form and write the EYFS SEF annually. Complete statutory and non-statutory data collection for EYFS (e.g. EYFS Base line; GLD outcomes etc) in a timely manner 	
A Christian School	<ul style="list-style-type: none"> Support for the ethos and values of the school. Commitment to respecting and valuing Christianity within our school and the wider community Commitment to valuing the backgrounds of all children in the school 	
Personal Qualities	<ul style="list-style-type: none"> Enthusiasm for teaching and a passion for supporting children to achieve their potential. An excellent collaborator who is excited by the opportunity to work as part of a growing team. A willingness to engage in whole school monitoring and development positively and a desire to improve. High expectations for children's attainment and progress Ability to work under pressure and prioritise effectively. Approachable, caring and empathetic. Fully supportive of Church school status and Christian ethos. Committed to continuous professional development. Able to deal sensitively with people and resolve conflict. Appreciates the significance of safeguarding and interprets this for all individual children and young people whatever their life circumstances. Can demonstrate an ability to contribute towards a safe environment. Shows a personal commitment to safeguarding. Committed to always maintaining confidentiality. 	<ul style="list-style-type: none"> A willingness to support the school's extended provision.
This post requires an enhanced DBS disclosure		

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School Contact Details

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