management matters

Training and Development Programme 2021 - 2022





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| Early Years Lead with TLR2b  Derby Hub  Application Pack |



**CEO WELCOME**

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| Dear Applicant,  Thank you for your interest in the vacancy for Early Years Lead within our Derby Hub.  Our vision is to provide an excellent primary education that gives our children the very best chance of succeeding in life. Parents are very important to achieving this vision and we aim to work in partnership with them to ensure that all our children Believe Achieve Succeed (our Trust’s motto).  Our aim is to ensure that children at our academies enjoy the best education from the early years to the end of the primary stage. We know that quality provision in the Early Years is a key factor in improving outcomes for those who are the most vulnerable or disadvantaged. We believe that school should be a place where every child achieves and makes progress in their learning in every subject, in every lesson, and in every school day. We believe in the importance of children developing wellbeing and high self-esteem if they are to learn and do well.  At the Harmony Trust, we value each employee for their contribution to the success of our academies and we do all we can to ensure it is a Great Place to Work. As part of this strategy we:   * Engage staff so they feel valued and listened. * Communicate so staff feel involved and connected to Trust & Academy priorities. * Provide a staff benefits scheme to make use of and enjoy discounts and savings in their everyday life. | * Provide wellbeing services and policies to support both staff and their families mental health. * Offer competitive and progressive salary packages. * Provide development opportunities, both in access to training and career progression. * Provide regular opportunities to collaborate, share and shape working practices.   Working at The Harmony Trust provides an opportunity to change lives and make a difference. We look forward to receiving your application.  **Mr A Hughes, Chief Executive Officer** |

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| **Ethos & Values** |

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| Ethos and values are the elements that create a united organisation and underpin Harmony’s success. The Trust has a commitment to:   * Putting its pupils and staff first. * Raising pupil outcomes. * Making a difference to all pupils including those most vulnerable because of their need or circumstance. * Implementing the Harmony Pledge for its children alongside the GreatPlace2Learn Strategy in order to enable all to believe, achieve and succeed.   The Harmony Trust has a core set of values:   * To ensure that every child attends a GreatPlace2Learn and makes strong progress both academically and socially. | * Prepare children for the next stage phase of education and for later life. * Address challenges facing children and communities around disadvantage and social mobility. * Ensure that parents are partners in learning and in the life of the Academy and the Trust. * An organisation where Learning Matters – learning with, from and on behalf of others. * Believing that outcomes improve when schools invest in their staff and collaboration. |
| **GreatPlace2Work** | |

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| From the inception of Harmony Trust, the Trustees have been totally committed to being an employer of choice within the sector.  This commitment has given rise to the “GreatPlace2Work” strategy which is being continuously developed in response to our context and the views of staff.  A key feature of GP2W is to create the optimum conditions for all staff to work so that they experience both job satisfaction and high levels of well-being. Examples of this are:   * The approaches that will provide the Trust with the greatest ability to attract and retain the highest quality teaching and support staff in the academies and a commitment to ensure workforce organisation maximises impact and is sustainable. * To establish effective professional development opportunities and optimum working conditions for infrastructure staff. * The Trust’s commitment to its employees in terms of their wellbeing and opportunities for professional development and career progression as well as opportunities to work across the Trust | * The Trust’s commitment to be locally, regionally, and nationally recognised for the extent and quality of the CPD opportunities and its commitment to continuous improvement in practice for all staff at every level of the organization. * Supporting high quality leadership development across the Trust, at both senior and middle leader level, including through the Harmony Teaching School Alliance. * A whole range of HR policies to support employee well-being. * The opportunity to contribute policy and decision making through termly staff forums with the CEO and/or his representative. * Growing use of staff surveys to collect feedback in relation to well-being and other staff policies. * The CEO has an open-door policy. |
| **Our Approach to the EYFS** | |

In the Early Years Foundation Stage, we believe that the education and well-being of our pupils is paramount. A consistent approach to high quality teaching and learning will lead to a high-quality education for all. We provide children with a safe and stimulating learning environment where children flourish.  ​

Learning should be engaging, and we strongly believe in providing the children with first hand experiences, valuing the importance of the outdoor environment to develop well-being, children’s thinking, problem solving skills and physical development.

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We believe that every child is unique, and we respond to children’s needs, curiosity and imagination when planning their learning and enhancing the continuous provision. The children are given the opportunity to investigate, explore and learn through play with the support of well-trained adults, who also support the development of social skills and self-esteem in children.

We are committed to giving children the best possible start to their school life, teaching them the skills which will support their successes now and in the future. We enable children to become independent learners who value and love learning with and from others. ​

Communication and language is at the heart of everything which we do



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***Loris Malaguzzi*** ​

***“Our task is to help children communicate with the world using all their potential, strengths and languages, and to overcome any obstacle presented by our culture”***

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| **Job Description** |

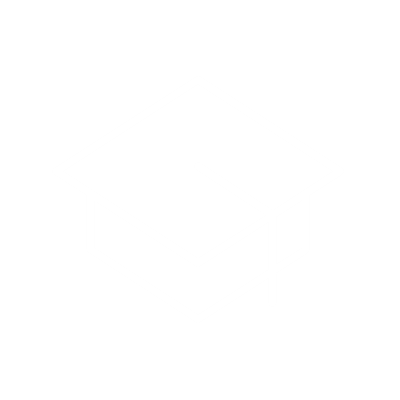
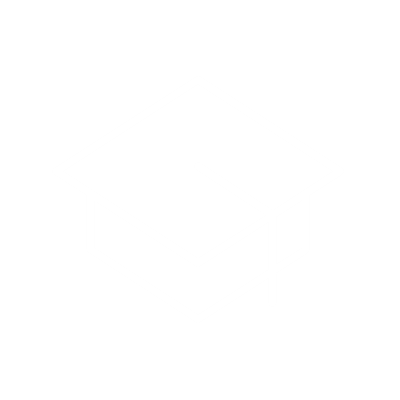
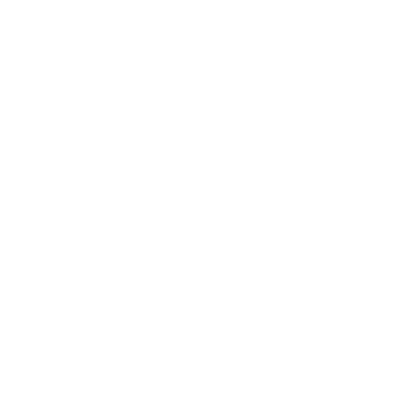
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| **Job Title:** EYFS Lead Teacher with TLR | |
| **Grade/Salary :** MPS/UPS plus TLR2b | |
| **Location:** The post holder will be deployed to Lakeside Primary Academy | |
| **Responsible to:** Principal | **Responsible for:** N/A |

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| **Job Purpose:**   * To take a lead role for improvement within a complex school context. * Responsibility for effective teaching and learning across EYFS. * Take a lead role for the development and acceleration of progress within EYFS * To offer all pupils an effective education in a stimulating environment, providing equality of opportunity to all, in line with Academy / Trust policies. * To deliver the EYFS & National Curriculum. * To offer a safe and caring environment. * To work in partnership with pupils, parents, Governors, Directors, other staff and support agencies. * To work in partnership with the Principal and SLT as a middle leader, in securing high quality teaching and learning, accelerating progress and raising standards across the school.   **Key Responsibilities:**  The teacher will be expected to plan and deliver a rich, balanced curriculum which:   * Offers pupils equality of opportunity in line with the policies of the trust and the school. * To provide leadership and management to staff at all levels, in order to promote an excellent quality of teaching and learning across school. * To assist the Principal and SLT in providing professional leadership for the school that secures its success and improvement, ensuring high quality education for all its pupils. * To lead on a curriculum area, an aspect of school provision or initiative as agreed with the Principal, in order to address school improvement. * To assist the Principal and SLT in establishing and developing the school as a high achieving school through providing the highest standard of teaching and learning for all pupils of all abilities and educational need. * To support the development of planning and assessment and to participate in the collation and analysis of data throughout the school to be used for school improvement and pupil attainment across the curriculum. * To lead by example, providing inspiration and motivation, and embody for the pupils, staff, Trustees and parents the vision, purpose and leadership of the school. * To contribute to the strategic leadership of the school, including monitoring and evaluation, identifying priorities and improvement planning. * To support the analysis of school data and benchmarks to monitor the progress in every child’s learning, year on year. * Ensures continuity and progression within the work of their own class and with the classes to and from which the children transfer. * Exploits, in all their teaching, opportunities to develop children’s language, reading, writing, numeracy, ICT and other skills. * Covers subjects of the curriculum which are delivered at an appropriate level to meet the needs of all the children in the class.   **The teacher needs to know the children in their care well and to:**   * Plan lessons, teach and assess pupils in all subjects. * Observe, assess and record systematically the progress of each child. * Use observations, assessments and data to inform planning, teaching and record keeping. * Provide regular oral and written feedback to pupils on the outcomes of their learning. * Prepare and present reports on pupils’ progress to parents. * Identify and respond appropriately to the individual needs of each pupil.   **The teacher will develop self and work with others:**   * To liaise with other leaders, to ensure continuity and progression throughout the curriculum across the whole school. * Work with other subject leaders to ensure that the whole school curriculum is innovative and reflects the needs, interests and diversity of the pupils. * To actively support colleagues in developing a classroom ethos that promotes and develops children’s interpersonal skills. * Establish good relationships, encourage good working practices with pupils, staff, parents, carers and Trustees. * Lead by example in all areas of the curriculum * Play a significant role in maintaining and managing high standards of behaviour across the school.   **The teacher will use a wide range of learning and teaching strategies to:**   * Support pupils’ learning and be aware of the various factors which affect the process. * Set appropriate and challenging expectations / targets for the pupils. * Establish clear expectations of pupils’ behaviour, both in and out of the classroom. * Create and maintain a purposeful, ordered and supportive environment. * Ensure that the pupils are engaged, interested and motivated. * Present learning tasks and curriculum content in an appropriate and stimulating way. * Teach whole classes, groups and individuals where appropriate in order to achieve the best outcomes from the pupils. * Communicate clearly and effectively with pupils through questioning, instructing, explaining and giving feedback. * Manage effectively and economically their own and pupils time. * Make constructive and innovative use of ICT and other high quality resources for learning. * Organise events and trips to enhance the children’s experiences and opportunities for learning. * Ensure that the pupils are offered equality of opportunity.   **The teacher will develop through the provision of appropriate training and support:**   * Effective working relationships with professional colleagues, support staff and parents. * The ability to recognise diversity of talent including that of able, gifted and talented pupils. * The ability to identify and provide for pupils with SEND, EAL and specific learning difficulties. * The ability to evaluate pupils learning and recognise how their intervention enables the pupils to make good progress. * A readiness to promote the spiritual, moral, social and cultural development of pupils. * Their professional knowledge, skill and understanding through their continued CPD.   **The Teacher will manage the organisation:**   * Ensure communication between staff and SLT is regular, consultative and informative. * Meet with the SLT to formally discuss matters in relation to the school. * Lead professional development of staff through example, support and co-ordinate the provision of high quality professional development. * To support the negotiation of suitable learning targets for identified pupils in consultation with class teachers, learning support staff and parents. * To monitor progress against the targets and report outcomes to the Principal. * Participate in updating the Self-Evaluation Form * Develop and maintain positive links with parents, carers and the community. * Participate effectively in every day management of the school * Ensure the safety of pupils, staff and all others on the school site * Ensure the implementation of whole school policies which support the school’s values.   **The Teacher will secure accountability**   * Provide written/oral reports to the Principal * Understand and know how national and local comparative and school data including National Curriculum test data can be used to set clear targets and children’s achievement * Lead meetings and Insets to disseminate information, solve problems and make decisions. * Contribute to meetings in and out of school to ensure appropriate views are represented * Working with the Principal, Deputy Principal, SLT and colleagues to agree shared and whole school targets. |

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| **Person Specification** |

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| **Category** | **Essential/Desirable** | **How identified** |
| **Qualifications**  Qualified Teacher Status  Degree  Recent participation in a range of relevant CPD  Further qualifications | E  E  E  D | A |
| **Knowledge**  Working with outside agencies  Detailed knowledge of the National Curriculum and Early Years Foundation Stage  The process of planning and preparation of children’s learning  The principles and practice of effective school self-evaluation including data analysis  Knowledge of current developments in primary education, national policies, priorities and legislation  The effective deployment and management of staff  Proven ability to manage a budget, resources and administrative/organisational responsibilities  Knowledge of new and emerging technologies and use of ICT creatively to enhance learning | D  E  E  D  E  D  D  D | A/I |
| **Experience of**  Class teaching within a primary setting  Working in a school with a high number of Pupil Premium children  Experience of working with children with SEND  Minimum of 3 years’ experience working within EYFS  Evidence of leadership experience  Experience of working across key stages  Evidence of the effective use of assessment and analysis in raising standards  Working with parents/community  Key role of monitoring, evaluation and assessment as a subject leader.  Evidence of strategic planning  Evidence of working as part of a team and developing others  Evidence of using and developing a range of strategies to meet individual needs  Experience of curriculum development  Demonstrate good knowledge and understanding of the principles of effective personalised learning, teaching and assessment  Experience of whole school data analysis. | E  E  E  E  D  D  E  E  D  D  E  D  E  E  D | A/I |
| **Skills and Attributes**  Sustained excellent classroom practitioner  Ability to share practice, enthuse and motivate others  Set high expectations and standards and provide a role model for pupils and staff  Demonstrate good classroom organisation and behaviour management  Ability to build and maintain effective relationships, including with parents  Communicate effectively orally and in writing, including ICT to a range of audiences  Listen to and reflect on feedback  Set and achieve smart, challenging and realistic goals  Prioritise, plan, organise and manage time effectively themselves and of others  Inspire, challenge, motivate and empower colleagues to carry the vision forward  Think creatively to anticipate and solve problems  Plan and deliver INSET /PDM  An understanding of recent developments in thinking and learning  Evidence of developing and using an effective outdoor learning  environment. | E  E  E  E  E  E  E  E  E  E  D  E  D  D | A/I |
| **Qualities**  Ability to teach with enthusiasm and motivate pupils  Communicate and disseminate information at a child’s level of understanding  Ability to work collaboratively in teams  To be diplomatic and professional at all times | E  E  E  E | A/I/R |

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| **Employment Details** |

**Contract Type**

The role will be permanent and on full time basis, however flexible working will be considered.

**Flexible Working**

There are many different types of Flexible Working and The Harmony Trust is open to considering all requests to achieve a good work-life balance - wherever we reasonably can.

**Location**

The post holders will be deployed into a Derby Harmony Academy on a medium or long term placement. Placement in academies will be based on pupil and staff need and through the direction of the Harmony Development Team.

**Pension**

Members of Teaching Staff are automatically enrolled into the Teachers’ Pension which has an employer contribution rate of 23.68%.

**Family Friendly Policies**

Our Family Friendly Policies include maternity, partner / paternity, adoption and shared parental leave all with enhanced pay entitlements.

**Life Style Savings**

There are hundreds of offers and discounts ready to be used on the Lifestyle Savings section of our staff benefits platform in addition to discounted Health Cash Plans, Life Insurance Cover and Cancer Cover.

**Cycle to Work Scheme**

Join Cycle2work to make big savings on a new bike and benefit from regular exercise and a greener and cheaper commute. Save at least 32% on the cost of thousands of bikes and accessories.

**Employee Assistant Programme**

Our EAP is free and confidential, offering independent help, information and guidance to you and your immediate family 24/7.

**Flu Vaccination**

We offer an annual flu vaccination to all staff.

**Gym Membership**

Corporate gym memberships are available at selected gyms.

**Contractual Status of our Benefits**

Benefits do not form part of the contract of employment and are subject to change at the discretion of the organization.

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| **How to Apply** |

The Harmony Trust is committed to safeguarding and promoting the welfare of children and young people and expects all our staff to share this commitment. The successful candidate will be subject to an enhanced DBS and pre-employment checks.

The Harmony Trust values the differences that a diverse workforce brings and is committed to inclusivity, and to employing and supporting a diverse workforce. A diverse workforce is important to us, and for this reason, we request that you complete our [diversity monitoring form](https://forms.office.com/Pages/ResponsePage.aspx?id=vuXlREFdREy7V7fhZoEEt1_LdmlazKZAkJ4YXzW-RjlUOFJTTVZPVlExNkRKMFVUMkY1VlFXTUFOTy4u), which is kept entirely separate from the recruitment process.

Should candidates wish to discuss these roles further then they may contact Claire Reader (Head of Academy - Lakeside) by email using [creader01@lakeside.theharmonytrust.org](mailto:creader01@lakeside.theharmonytrust.org) to arrange a convenient time.

**Apply Today**:

To apply for our vacancies please visit: <https://ce0855li.webitrent.com/ce0855li_webrecruit>

**Closing Date: 12pm on Monday 2nd December 2024.**