**FREMINGTON PRIMARY SCHOOL**



Job Application Pack

**Job Position: EYFS Leader**

Date: June 2022

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Welcome:

Thank you for your interest in applying for the post of EYFS Leader for Fremington Primary School. We are delighted you are considering working at our school in an exciting developmental phase.

Fremington Primary School is part of a supportive and collaborative Multi-Academy Trust, the Tarka Learning Partnership, currently comprising of 1 secondary school, 7 primary schools, the teacher training organisation known as Devon Primary SCITT and the Devon Teaching School Partnership.

Further information regarding Fremington Primary School can be found on our website. If you would like to find out more about the role please contact, Emma Gilroy, Business Manager, at admin@fremingtonprimary.org.

Advert

Early Years Leader TPS/UPS + TLR2   
Permanent Full Time   
Closing Date: 8th July 2022

Starting date September 2020.

Required to start after October Half Term 2022

We are looking to recruit a EYFS Leader for our happy and thriving Reception classes to start after the October half term 2022.

We are looking for an individual who can bring vision, passion, creativity and quality to the role, taking a lead in our school on delivering the best start to Primary life for our children. You will be working in a happy, knowledgeable and experienced team of two teachers and four teaching assistants with dedicated leadership and management time to support your role.

Within leadership role, the successful candidate will lead EYFS provision across the two classes including management of staff, delivery of baseline, the new EYFS curriculum, assessment and transition. Alongside this we are looking for a candidate who would be able to lead and embed Early reading and phonics in our school, through continued implementation, support and monitoring of our scheme. As the school is part of the Tarka Trust, there is the opportunity to take part in regular EYFS group meetings to share good practice and cpd.

This role offers an exciting opportunity for an experienced EYFS leader or skilled EYFS teacher to take the next exciting steps in their career. We warmly welcome visits to the school to meet the team and our children. Please see our school website for a full description of the role.

For an informal discussion or visit to the school about the position please call or email admin@fremingtonprimary.org/ 01271 373979

We are committed to safeguarding and promoting the welfare of children and vulnerable adults, and expect all staff and volunteers to share this commitment.

This role requires a DBS disclosure.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English

This post is exempt from the Rehabilitation of Offenders Act 1974.

This appointment is subject to safer recruitment procedures, receipt of satisfactory references and an enhanced DBS with Children’s barred list clearance. An application form and supporting information can be found at [www.tarkatrust.org.uk](http://www.tarkatrust.org.uk)

Job Description

**Job Title:** EYFS Leader

**Salary Range:** UPS + TLR2

**Hours:** Full time, Permanent

**Responsible to:** The Head Teacher

**MANAGEMENT REPONSIBILITIES**

1.1 The Leader for Early Years can be asked to vary portfolio, age range and area of responsibility in accordance with the school’s needs.

1.2 To assist in the organisation and management of the school, as directed by the Head Teacher, and to lead, attend and contribute to such meetings as are necessary for this purpose.

1.3 To assist in the co-ordination of work through direct involvement in planning and organising the timetable and curriculum.

1.4 To assist in the professional development of the teaching team by involvement in planning (including the review of planning), presenting, coaching, mentoring, developing, advising and evaluating.

1.5 To promote a positive ethos to staff, pupils, governors and parents by demonstrating the successful employment of method and materials at Fremington Primary School.

1.6 To play a major role under the overall direction of the Head Teacher in:

a. formulating the vision, aims and objectives of the school;

b. establishing the policies through which they shall be achieved;

c. managing staff and resources to that end;

d. monitoring progress towards the school aims.

1.7 To assist in both formulating and implementing a Strategic Plan and the School Improvement Plan.

1.8 To be fully responsible for the running of the school when the Head Teacher is not present.

1.9 To play a part in the administrative and financial running of the school, in particular with those areas related to the efficient running of the team.

1.10 To share responsibility for the organisation and administration of daily assemblies. To devise, where required, the timetable of early years assemblies.

1.11 To liaise closely with the Head Teacher on all aspects of the running and well-being of the school and especially the relevant team of staff.

1.12 To lead a team of teachers and support staff to ensure high standards of teaching and learning, display, classroom management and pupil behaviour.

1.13 To help ensure good communications within the school and in particular within the team.

1.14 To use initiative in order to support and develop innovation which would benefit the school.

1.15 To share with the Head Teacher, senior management representation at relevant meetings.

1.16 To meet weekly with the Head Teacher to identify and plan overall policy and to raise and discuss issues and ideas at the Senior Leadership Team meetings.

1.17 To fully support the Head Teacher particularly in relation to the implementation of school policies and the support of the school’s ethos, maintaining high morale and confidence amongst all staff, and set an example of high professional standards and leadership.

**PROFESSIONAL DEVELOPMENT**

2.1 To agree annual appraisal objectives with the Head Teacher, for some teachers and where required support staff within the school, including where required some MTA’s

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2.2 To suggest CPD which will enhance the performance of relevant staff.

2.3 To be involved in the appointments of relevant staff.

**TEAM LEADERSHIP AND MANAGEMENT**

3.1 To be responsible, with the Head Teacher, for curriculum development (where required) and its leadership balance and delivery throughout the school.

3.2 To take responsibility for the organisation and leadership of the EYFS team within the school and monitor and assess standards across the curriculum within the team.

3.3 To report to all required stakeholders on the performance of the team and relevant pupils.

3.4 To ensure all staff within the EYFS adopt the schools agreed policies for its curriculum including planning, monitoring, assessment and recording policies. To monitor the implementation of the Early Years Policy and update the policy as necessary.

3.5 To offer professional support and advice to colleagues.

3.6 To make recommendations for changes/modifications to school policies in the light of monitoring.

3.7 To be responsible for making the necessary arrangements for staff meetings according to the schools planned schedule in the absence of the Headteacher. Such arrangements should include:

a. Ensuring meetings take place and staff attend

b. Providing an agenda and ensuring outcomes are minuted.

c Ensuring recommendations/action plans are drawn up.

3.8 To offer advice to the Head Teacher on matters arising from work undertaken within the area of responsibility.

3.9 To lead target setting and data analysis of the EYFS team, including the reporting of data to Governors and the SLT

3.10 To lead the induction meetings for parents for the relevant phase.

3.11 To contribute to the school’s SEF.

3.12 To highlight concerns with the Head Teacher about standards of work and pupil/staff behaviour within the phase team and across the school. To ensure high standards of pupil behaviour at all times.

**ADDITIONAL DUTIES**

4.1 To lead a club within the programme of extra-curricular activities in the school as required.

**CLASS TEACHING RESPONSIBILITIES**

5.1 See responsibilities as laid out in Part X11 of the Teacher’s Pay and Conditions document: School Job Description Part II: Job Description Common to all teaching Staff and Job Description Part III: Job Description: The Role of a Curriculum Leader.

**ADDITIONAL LEADER’S DUTIES FOR EARLY YEARS/ACADEMY**

(These areas may vary according to the school’s needs)

6.1 To lead a Curriculum Leadership Responsibility where required. (see The Role of a Curriculum Leader)

6.2 To co-ordinate liaison with 0-3 yrs early years groups

6.3 To lead the implementation of the EYFS Curriculum and other relevant Foundation Stage Initiatives.

6.4 To implement the EYFS assessments and other relevant baseline procedures

6.5 To act as mentor for new staff/NQT’s/trainees as required.

6.6 To oversee the management of relevant transfer arrangements for pupils entering or departing the EYFS.

6.7 To support the development of parenting skills, including how children learn.

6.8 To lock and secure the premises where required

6.9 The successful candidate will have strong practice in the teaching of phonics and ideally experience of implementing and coaching other staff in delivery of quality phonics.  They will be responsible for the continued implementation, monitoring and embedding of the Little Wandle scheme in our school.

**PASTORAL PROVISION**

8.1 To provide a programme of pastoral provision to break down barriers of learning for specific pupils.

8.2 To keep a record of intervention and the success of outcomes.

8.3 To regularly review the school’s Pastoral policy and ensure its implementation.

8.4 To liaise with agencies to ensure pupils and families are supported appropriately.

*This job description will be reviewed annually to reflect the plans, growth and development of the School.*

Person Specification:

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| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications and Experience** | | |
| **EDUCATION** | * A degree or equivalent with Qualified Teacher Status | * Further professional training |
| **EXPERIENCE** | * Substantial experience (3 years minimum) of teaching and assessing within the EYFS framework * Experience of leading and managing the EYFS, teaching and support staff * Experience of whole school improvement work * Experience of leading whole school SEND | * Experience of teaching and leading a mixed Nursery / Reception Class * Experience of teaching across KS1 * Experience of inducting and developing staff * Experience of monitoring and evaluating teaching and learning * Experience of Safeguarding at Level 3 |
| **Professional Knowledge** | | |
| **EYFS** | * Sound knowledge of the EYFS Framework and developments * Evidence of / demonstrating an understanding of balancing the needs of early learning, whilst ensuring that children are well prepared for KS1 * Understanding of what makes ‘quality first’ teaching and of effective intervention strategies * Demonstrating a creative approach to pupil learning * Experience of Tapestry and building pupil evidence across all EYFS areas * A commitment to outdoor learning * Outstanding phonics teaching with proven success * Evidence of excellent pupil progress within own teaching * Sound knowledge of current educational issues, developments and pedagogy | * Experience of successfully improving outcomes for pupils outside of own classroom |
| **SAFEGUARDING** | * Thorough knowledge and   understanding of safeguarding  children | * Experience of working with other agencies * Experience of using CPOMs |
| **TEACHING, LEARNING AND ASSESSMENT** | * Be a highly effective practitioner * Demonstrate a good understanding of assessment and progress, particularly in the EYFS * Awareness of the importance of effective partnerships with parents and can demonstrate this | * Experience of delivering whole school training |
| **PERFORMANCE ANALYSIS** | * Has an understanding of data and analysis and a proven track record of using the information to target children, inform provision planning and ensure high outcomes for all * A commitment to ensuring that all children meet their full potential | * Experience of data analysis at whole school level |
| **Professional Skills** | | |
| **ETHOS** | * A holistic approach to the well-being and education of pupils * The ability to challenge and engage children in their learning through creative opportunities, with high levels of expectations of all learners * A commitment to working collaboratively across the Trust |  |
| **CURRICULUM** | * The ability and commitment to fulfil the vision of the school and the Trust in a bespoke and unique way at Fremington Primary School. * Experience in subject leadership and ensuring a good quality curriculum that meets the needs of learners * A commitment to ensuring unique and engaging ways for children to be immersed within the curriculum * A commitment to ensuring that all pupils have access to a broad and balanced curriculum | * Recent, relevant training in Curriculum Leadership and the expectations of the role |
| **Professional Attributes** | | |
| **RELATIONSHIPS** | * Ability and willingness to work collaboratively and supportively within the school team and the wider Trust * Ability to inspire confidence and respect amongst colleagues and the school community * Ability to build effective and professional working relationships with parents, Governors, Trust members and the wider community * Effective communication and interpersonal skills * Ability to work independently and as part of a team * Ability to lead, organise and motivate staff with diplomacy, sensitivity and good humour | * Experience of the role of Staff Governor |
| **ATTITUDES** | * Commitment to own professional development * To be a creative thinker, who strives to embed innovative practice and strategies to improve learning for all pupils * Consistently reflects the highest levels of professionalism as a role model at all times * Demonstrates the school’s aims, values and ethos at all times * Flexibility in response to the changing demands of a new and growing school * A passion for supporting all children to achieve their potential | * Support for an enriched curriculum through after school clubs and activities * Experience of making a positive contribution to the wider life and ethos of the school * Brings personal interests and enthusiasms to the school community |

Fremington Community Primary School and the Tarka Learning Partnership are Committed to safeguarding and promoting the welfare of all our pupils and expect all employees and volunteers to share this commitment. All posts are subject to an enhanced DBS check.

Application, Interview & Selection

For an informal discussion about the post or for more information regarding Fremington Primary School, please contact Emma Gilroy Business Manager

You will be selected for interview entirely on the contents of your application form, CV’s will not be considered. Please read the Job Description and Person Specification carefully before you complete your form. Please ensure that your supporting statement provides concise and specific examples to demonstrate your achievements and skills addressing the specific criteria. For those candidates who are invited to interview this information will be explored further.

**Please ensure all supporting information is included in the Statement of Application section of the application form, additional documents will not be accepted.**

You are invited to complete the Equality and Diversity Monitoring Form at the end of the application form. The information on the form will be treated as confidential and used for statistical purposes. The form will not be treated as part of your application. Finally, please include your work, mobile and home telephone contact numbers and an e-mail address.

Please return applications forms electronically to[**admin@fremingtonprimary.org**](mailto:admin@fremingtonprimary.org)

The closing date for this application is **Noon on 18th July 2022.**