



COSTON PRIMARY SCHOOL

RECRUITMENT PACK

POSITION AVAILABLE

- EYFS LEADER
- Full Time
- Required for September 2023
- Salary : MPS/UPS +TLR



This position would NOT be suitable for an ECT

Closing Date: 9 am—Friday 19th May

Interview Date : Wednesday 24th May

“Coston is an inclusive and safe learning community that inspires us to achieve standards of excellence in all we think, say and do.”

Dear Applicant,

Thank you for showing an interest in Coston Primary School, and the position of an EYFS Leader. Coston Primary School is a two-form entry school in Greenford, with an Additional Resourced Provision for children with Autism.

This is an exciting opportunity for an enthusiastic, reflective and committed practitioner who is passionate about high quality provision for children as they start on their education journey. We are looking for enthusiastic, highly motivated and creative EYFS practitioner with a proven track record of quality teaching to join our team on an exciting journey to further develop our school.

Coston Primary School is committed to providing the best education for all children in order that they have the opportunity to reach their potential, and have choices about their future education and career pathways as they grow up.

If you are a strong, reflective practitioner with a passion for developing the very best in all children, and would like to be a part of this exciting stage in the school's development, then we would like to hear from you.

Visits to the school are encouraged – please contact Ms Kerry Taylor (PA to Head Teacher) on 020 8578 1515 to arrange an appointment. All completed applications should be emailed to Ms Taylor - admin@coston.ealing.sch.uk

Yours faithfully,

A handwritten signature in black ink, appearing to read 'K Moyse', with a horizontal line underneath.

Kate Moyse

Head Teacher

Coston Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to an enhanced DBS disclosure. This post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations. In line with KCSIE 2022 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

Please refer to the Job Vacancy page on the school website for the Privacy Notice for Job Applicants

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Pupils' extremely positive attitudes to learning and excellent conduct are the result of seamless behaviour management. All staff adopt a positive approach and pupils rise to the high expectations. The engaging curriculum and the pace of lessons contribute significantly to pupils' enthusiasm within an environment conducive to learning. CHALLENGE PARTNERS QAR REPORT 2022

OUR VISION

Coston Primary School endeavours to create a happy, secure environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations and through committed, enthusiastic and effective teaching.

Aims:

- ♦ To be, and to be known as a caring and effective school.
- ♦ To serve the local community needs of parents/carers and children in all aspects of primary and pre-school education by responding to their ever-changing needs, and those of teachers and education in general, in a positive and forward looking manner, offering support and advice where necessary.
- ♦ To ensure that every child regardless of race, gender, religion, culture, background, physical or intellectual ability should be given equal access to all aspects of curriculum experiences.
- ♦ To ensure that the five outcomes for children from 'Every Child Matters', "Being Healthy", "Staying Safe", "Enjoying and Achieving", "Making a Positive Contribution", "Economic Well-being" are at the heart of the education we offer in our school.
- ♦ To foster a stimulating, caring environment committed to achieving standards of excellence.
- ♦ To educate our children, whatever their capabilities, by offering them effective access to the National Curriculum including Religious Education so that they leave us able to read and write, calculate and question effectively.
- ♦ To offer our children experiences that will encourage appreciation of beauty and develop a sense of awe, wonder and fun.
- ♦ To show by example, and through our teaching, how to learn from and work with one another in a positive and beneficial manner and to make our children aware that they have a responsibility for their actions and the consequences of them, and that they have a wider responsibility to other people as part of a family, as well as the local and wider community.
- ♦ Instil in our children respect for themselves and others which includes learning to respect and apply religious and moral values, and tolerate, through understanding cultures, faiths and ways of life different from their own.
- ♦ To develop happy, confident and caring people within a safe, stimulating and attractive environment, so that they acquire the knowledge and skills relevant to future adult life and employment in an ever-changing world.



What we are looking for

EYFS LEADER (from September 2023)

We are looking for an enthusiastic, highly motivated and creative early years practitioner with a proven track record of quality teaching, either with previous experience of phase leadership, or with the knowledge, aspiration and drive to step up to a leadership role.

This post would NOT be suitable for an ECT.

Successful candidates will:

- ♦ Be driven, motivated and passionate about teaching;
- ♦ Deliver high quality learning opportunities for our children;
- ♦ Demonstrate a creative approach to curriculum delivery;
- ♦ Have a commitment to sharing responsibility for raising standards;
- ♦ Be fully committed to learning from and contributing to a team;
- ♦ Have excellent communication skills to engage children, parents and colleagues;
- ♦ Be very well organised.

What we can offer

1. Friendly, welcoming school community
2. Children with great attitudes who are eager to learn
3. Inner London pay scales
4. Pension contributions to the Pension Scheme
5. Cycle to work scheme
6. Ongoing extensive CPD Programme
7. A friendly and supportive SMT and Governing Body
8. A professional stimulating and collaborative working environment
9. A commitment to professional development

Coston Primary School is an excellent school where we receive an interesting education in a variety of subjects. People are kind and respectful; they treat each other the way that they want to be treated. We feel safe at Coston because children follow the school rules.' - Herons class

Job Description

Post title	EYFS Leader
School:	Coston Primary School
Salary and grade:	Standard national scale in line with the current <i>School Teachers' Pay and Conditions</i> document
Line manager/s:	The Head Teacher, members of Strategic Management team (SMT) and the governing body
Supervisory responsibility:	The post holder will be responsible for the day-to-day management of the EFYS team, including for the deployment and supervision of the work of teaching partners relevant to their responsibilities.

Main 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
- Be an excellent classroom practitioner
- Line manage identified staff
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- To be responsible for a subject or area of the curriculum across the school
- Assist in the smooth running of the school at all times, including being responsible, with the other TLR holders, for the school in the absence of the head teacher, deputy and assistant head teachers

Duties and responsibilities :

All teachers are required to carry out the duties of a schoolteacher as set out in the current [School Teachers Pay and Conditions Document](#). Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher [standards](#) as part of the appraisal process as relevant to their role in the school. In addition carrying out the duties of a class teacher as outlined in the current *School Teachers' Pay and Conditions Document*, the post holder receives a TLR2 as EYFS Leader

Leadership and management

- Support and implement the vision and ethos of the school
- Contribute to, implement and evaluate the success of EYFS in the School Development Plan
- 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 and that you bring to the attention of SMT any which may need revisions or amendments
- 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
- As appropriate contribute to the writing of self-evaluation and policy documents
- Manage effectively the transition of pupils to and from your phase and within it
- Promote cross curricular approaches to teaching and learning
- Be a proactive and effective member of the Leadership Team
- Be an effective role model for your team in terms of teaching, behaviour and classroom management
- Lead EYFS and contribute to address whole school priorities
- Have overall responsibility and accountability for EYFS ensuring curriculum continuity, consistency, balance, match and progression
- 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

Monitoring and assessment

- 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
- Monitor standards including recorded work as relevant to your phase across the school including reviewing long and medium term planning

Manage resources

- Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your phase
- Manage, monitor and accurately account for any budget for your area.
- Evaluate, organise and monitor the use of resources

Staff development

- Act as a reviewer with the arrangements for the appraisal of all identified staff
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- Ensure you keep up to date with current developments in EYFS and Year 1 and disseminate information as appropriate

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be a positive role model in terms of behaviour, work and attitudes
- Set high expectations of work and behaviour in the class and in all other areas of school
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach

- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Teach challenging and well organised lessons using a range of teaching strategies which meet individual learner's needs
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular accurate and constructive feedback, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil

- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- 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
- Communicate and co-operate with relevant external bodies

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Coston Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to an enhanced DBS disclosure. This post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

In line with KCSIE 2022 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

Person Specification

QUALIFICATIONS AND TRAINING		ESSENTIAL	DESIRABLE
1.1	Qualified teacher status or recognised equivalent	√	
1.2	Evidence of significant professional development that is relevant to the position and a commitment to ongoing professional development		√
1.3	Teaching experience in the Early Years phase of a mainstream school (Infant or Primary)	√	
1.4	Paediatric first aid training		√
TEACHING AND MANAGEMENT EXPERIENCE		ESSENTIAL	DESIRABLE
2.1	Experience of working with a range of needs	√	
2.2	Consistent teaching observations of good or outstanding	√	
2.3	Raised the achievement of a significant group of pupils across the ability range, and across a range of subjects	√	
2.4	Successfully promoted and deployed high standards of behaviour and a positive ethos in the classroom	√	
2.5	Experience of leading a subject within a school		√
2.6	Experience of leading INSET		√
2.7	Experience of leading a team of colleagues		√
PROFESSIONAL KNOWLEDGE, UNDERSTANDING SKILLS AND ATTRIBUTES		ESSENTIAL	DESIRABLE
3.1	Create a safe and stimulating learning environment	√	
3.2	Understanding of effective curriculum and pedagogical issues relating to EYFS	√	
3.3	Creative and stimulating teaching strategies which engage and motivate young children	√	
3.4	Ability to take a lead role in innovative curriculum development		√
3.5	Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning needs	√	
3.6	Deploy staff and resources efficiently, effectively and appropriately to meet specific objectives		√
3.7	Assess and record the progress of pupils' learning to inform next steps and monitor progress	√	
3.8	Analyse and interpret data to support raising pupil standards		√
3.9	A commitment to plan, prepare and deliver high quality teaching and learning whilst raising achievement for all children through a broad, balanced and stimulating curriculum		√
3.10	Use ICT effectively and appropriately to advance pupils' learning, and use common ICT tools for their own and pupils' benefit	√	
3.11	Personal flexibility: prepared to be adaptable and find creative solutions	√	
3.12	High standard of effective communication skills for a range of audiences (verbal, written, using ICT as appropriate)	√	
3.13	Encourage children in developing self-esteem and respect for others	√	
COMMITMENT		ESSENTIAL	DESIRABLE
4.1	Demonstrate a commitment to safeguarding and child protection	√	
4.2	Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom	√	
4.3	Promote the school's vision and ethos	√	

N.B. Selection decisions will be based on the criteria outlined above. When completing your application form and supporting statement, you should ensure that you address the selection criteria and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience. **Supporting statements should be no more than 3 sides of A4 (Ariel font 12)**

Guidance Notes

Guidance notes to help you complete the Ealing teaching application form



These notes are here to help you submit the best possible application you can. We strongly recommend that you read them before you start work on your application.

Before you start

Read carefully all the information about the post, especially the person specification, which lists the skills, knowledge, experience and qualifications needed. Make sure you read it before filling in the application form. Please note for main scale teaching jobs without any additional responsibilities/points there will be no job description – just the person specification. If you have not received either the person specification and/or where appropriate the job description please contact the relevant organisation/school.

Your application form and especially the supporting statement are the only pieces of information we have about you. Unless you clearly demonstrate in your application how you meet the requirements of the post you may not be shortlisted.

Filling in the application form

Read the application form carefully before you start. We are an equal opportunities employer and select candidates for interview on the basis of how well they complete the application form.

1. Personal details

It is important that you fill in this section accurately and in full. If you are currently at college/university please ensure you give details of where you can be contacted both during and after completion of your course. The more information you give the better. Please do not leave any section blank. If it is not applicable please indicate with N/A.

2. Present /most recent post and

3. Employment history

Start with your current or last employer and work backwards making sure the dates are in the correct order. Provide the job title with responsibilities and the period you worked for them. If you are a newly qualified teacher (NQT) and you have not worked before you should give details of your practice schools here. It is important that you provide an explanation for any gaps in employment. Any voluntary work undertaken may also be included.

4. Education and training

Give a list of all the qualifications you possess and relevant training courses you have attended. Information here will be used to assess whether you meet the qualification requirements. Ensure nothing important is omitted. Please note that you will be asked to provide originals or certified copies of relevant certificates.

5. Rehabilitation of Offenders Act

The school has a duty to protect children and young people in its care. Please ensure you complete this section fully. Successful applicants will be required to apply for an enhanced disclosure from the Criminal Records Bureau (CRB). Further information can be found at www.disclosure.gov.uk

6. References

References may be taken up before interview. Any issues raised in the references may be discussed at interview. For all NQT applicants we will usually take references from your main practice school and college tutor. Please do not submit open testimonials with this application form.

7. Pension

If you secure a job with an Ealing school/organisation then the information provided here will mean that we can issue your contract of employment more quickly. Please do not leave any section blank. If it is not applicable please indicate with N/A.

8. If you have a disability

Ealing schools are committed to employing people with disabilities. If you have a disability you want us to know about please give details of adjustments you require for the selection process or to do the job itself.

9. Supporting statement

a) This is the most important part of your application, as it is where you show how you have the skills and knowledge for the post.

Make sure you read both the job description (if applicable) and the person specification to ensure that what you write is relevant. Please note for main scale teaching posts there will only be a person specification. For each point you will need to explain/give examples of how your skills, knowledge and experience make you suitable for the job. It would be helpful if you could number your responses to match those on the person specification.

If completing a paper application form we would prefer that the supporting statement be typed on separate sheets of paper. Please make sure that your name and the post you are applying for is on the top of any separate sheet. Hand written statements are acceptable but remember they need to be clear enough to read and be photocopied.

b) This is a more general statement about you and your personal attributes.

Monitoring information

Please remember to complete the monitoring information. This is important information that the Council needs in order that we can determine whether our equal opportunities policy is working with regard to employment. Also please sign and date the form. If you are completing the application form on line you will be asked to sign the form at interview.

Some points to bear mind

- Your application should be written in a concise, well-organised and positive way.
- Use active words such as 'I planned', 'I organised'.
- Do a rough draft first aiming to make impact throughout but especially with your first and last sentence. This avoids mistakes and allows you to organise your application properly.
- Do not submit the same application for all jobs. Remember no two local authorities will be looking for exactly the same thing so look at the requirements listed.
- Re-read what you have written, then look again at the person specification. Have you addressed all areas? Do you sound positive and confident? Have you shown that you are/will make a professional, capable teacher who enjoys working in a lively and diverse borough? Convey your suitability for the job but also aim to reveal a sense of your personality.
- When you are satisfied with your application, check again that all parts are complete and take a photocopy before sending it off so you can remember what you have written, if you are called to interview.
- Remember the closing date for applications and allow enough time if you are posting the form.

Sending your application

If you are completing the Ealing teaching application form in response to a specific position that has been advertised, please ensure you send it to the address stated on the front of the application form and/or advertisement. Alternatively it can be found in the school/organisation information pack sent to you with the application.

Please make sure you keep a record of your completed application form. Not only is this useful if you are called for interview but it will also assist you if you later need to enquire about your application.

Thank you for considering a teaching post in Ealing and good luck with your application.