

**EYFS Teacher – Maternity Cover Application Pack**

Contents

[Letter from Catherine Paine, Chief Executive Officer 3](#_Toc147744902)

[Our Cornerstones and Touchstones 4](#_Toc147744903)

[The role 6](#_Toc147744904)

[The application 8](#_Toc147744905)

[The application process and timetable 8](#_Toc147744906)

[Safeguarding, Safer Recruitment and Data Protection 9](#_Toc147744907)

[Job Description 10](#_Toc147744908)

[Person Specification 13](#_Toc147744909)

**Letter from Catherine Paine, Chief Executive Officer**

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Catherine Paine**

**CEO**

# Our Cornerstones and Touchstones

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The role

**Outstanding & Creative EYFS Teacher – Teacher’s Main Pay Scheme up to M6 – Maternity cover at Burrsville Infant Academy**

Are you looking to continue your teaching career within a pioneering & values driven family of schools? Do you want to belong to a national professional learning community, with opportunities for growth, development, and career progression? Are you driven to enable all children to succeed? Do you embody the core values of compassion and kindness, hope, connection and belonging?

Burrsville Infant Academy is seeking an outstanding professional to join our EYFS team who will engage and motivate our pupils. Leadership opportunities may be available.

We are seeking an individual with the following skills and experience:

* Knowledge of strategies to support learning, progress and standards across the curriculum in KS1 – evidence of impact on progress
* Knowledge of how ICT can be used to support/ enrich learning
* Effective classroom management skills – able to provide an effective environment for learning
* Clear understanding of the role of assessment in the development of learning
* Successful record of teaching within primary
* Awareness of national trends and developments
* Evidence of commitment to personal and professional development

We are looking for the successful candidate to start in March 2024.

Burrsville Infant Academy is a member of the REAch2 Trust, a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

This is an exciting opportunity for passionate and committed teachers to join our school to continue on our journey!

We actively encourage visits to the school, you will be warmly welcomed.

**Background Information about the School**

Burrsville Infant School was established in 1967. The school converted to an academy with the REAch2 Academy Trust in December 2013. Burrsville Infant Academy is situated on the Birds Estate in Great Clacton and welcomes children from around the coastal village of Great Clacton. We operate a two-form entry which means each September we welcome 60 children into our Early Years classes, Maple and Rowan.

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [Burrsville Infant School](https://www.burrsvilleinfantacademy.org/)

As a member of the REAch2 Trust, a national family of primary academies, Burrsville Infant School is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Burrsville Infant School is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS check and satisfactory written references.

# The application

You are invited to submit an application form to **Katie Siggery, Headteacher,** [**recruitment@reach2.org**](mailto:recruitment@reach2.org).

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact **Katie Siggery on 01255 425106**.

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:** | Applications will be assessed on submission or 9th February 2024 at Mid-day |
| **School visits:** | Please contact the school on 01255 425106 |
| **Interviews:** | 15th February 2024 |
| **Contract details:** | Maternity Cover |
| **Salary:** | Teachers Main Scale up to M6 |
| **Start date:** | March 2024 |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

**Title of Post:** Classroom Teacher

**Responsible to:** The Headteacher

**Salary/Grade:**  Mainscale/Upper Pay Spine

**Scope:** Classroom teacher

Subject Leader

Strategic Leadership of Standards and Assessment

**Duties:** The Conditions of Employment for School Teachers

(Document on Pay and Conditions) specify the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

**Particular Duties:**

* Curriculum planning, implementation and management;
* Professional development;
* Curriculum responsibilities
* To be accountable for securing the highest standards of pupil achievement through leadership of identified key school improvement priorities across the school, monitoring and evaluation of pupil achievement and setting targets for improvement.
* To lead, develop and enhance the teaching practice of others across the school by evaluating, supporting and guiding and target setting.
* To be accountable for the strategic leadership and management of key school improvement priorities, developing and implementing plans, policies, targets and practices of the school’s aims and policies**.**

**Main activities attributable to the particular duties:**

**1. Curriculum planning, implementation and management**

a) To be an enthusiastic teacher, within the aims and objectives of the school, promoting teaching and learning styles which give due regard to the use of the local environment and opportunities to learning from first hand experience.

b) To follow all the policies agreed by the staff and governors.

c) To ensure your classroom area is well organised and stimulating, encouraging the children to make choices about the equipment they use and develop as independent learners.

d) To undertake a share in minor duties on a regular or irregular basis to aid the smooth running of the school, e.g. playground supervision

**2. Professional development**

a) To assist in planning and delivering the school’s staff development programme

b) To promote, help plan and implement school based INSET

c) To support and implement the school’s development plan

d) To continue to develop your own profession understanding, by attendance at courses, meetings etc. and communicate these ideas to the whole staff either orally or in brief written form.

**3. Specific curriculum responsibilities: N/A for this post**

a) To be actively involved in policy making, and support the senior management team in carrying out these policies; to review and monitor the policies; to promote the school policies throughout the school and to aid the senior management team in identifying the needs of the school, evaluating the effectiveness of and reporting on policy, action plans and practice.

b) To offer leadership in staff discussion, preparing guidelines and recording systems in consultation with all staff and the head, and assist in evaluating their effectiveness; able to act as consultant, taking an active interest in the work going on throughout the school within their area of responsibility, advising staff on possible resources and ideas.

c) To play a leading part in developing assessment procedures, structures facilitating progression and continuity, and ensuring appropriate differentiation of the curriculum to meet the needs of all levels of pupil ability. (All curriculum managers will be given cover to monitor their area of the curriculum).

d) To plan and manage all the school’s Resources, teaching materials and programmes of study for their subject, ensuring they are organised for the benefit of the staff. To take responsibility for the tidiness of these areas on a weekly basis in particular.

e) To be responsible in organising any displays or exhibitions in connection with their area of responsibility and to attend any appropriate meetings as our representative.

f) To feed back to staff after attendance at any INSET training.

g) Establish good relationships with staff and work closely with them, to be sensitive to their needs and to offer them guidance, support and encouragement where needed.

**4. Core strategic duties:**

Within the context of the school’s aims and policies, to be responsible across the school for:

1. N/A for this post

**The duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.**

# Person Specification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | |  | |  | |
| **Factors** | **Essential** | | **Desirable** | | **Measured By** |
| **Qualifications & Skills** |  | |  | |  |
| Qualified Teacher status | **\*** | |  | | A |
| Graduate | **\*** | |  | | A |
| Clear communication/questioning skills – precise approach to written communication | **\*** | |  | | O I A |
| ICT competent – Able to use IWB | **\*** | |  | | O |
| Able to inspire children’s interest in learning | **\*** | |  | | O |
| A full Enhanced Disclosure from the Disclosure and Barring Service | **\*** | |  | | A I |
| **Special Knowledge, Abilities and/or Experience** |  | |  | |  |
| Knowledge of strategies to support learning, progress and standards across the curriculum in KS1 – evidence of impact on progress | **\*** | |  | | A R O I |
| Knowledge of how ICT can be used to support/ enrich learning | **\*** | |  | | A |
| Effective classroom management skills – able to provide an effective environment for learning | **\*** | |  | | O |
| Clear understanding of the role of assessment in the development of learning | **\*** | |  | | A O I |
| Successful record of teaching within primary | **\*** | |  | | A O I R |
| Awareness of national trends and developments | **\*** | |  | | A I |
| Evidence of commitment to personal and professional development | **\*** | |  | | A I |
| **Personal Qualities** |  | |  | |  |
| Flexibility of approach | **\*** | |  | | R |
| Excellent organizational skills | **\*** | |  | | O R I |
| Supportive – able to work as part of a team | **\*** | |  | | R |
| Able to respond to and seek advice | **\*** | |  | | R |
| Ability to work under pressure while maintaining a cheerful disposition | **\*** | |  | | A O I |
| **Interest & Motivation in the job** |  | |  | |  |
| Enthusiasm for children’s learning | **\*** | |  | | O I R A |
| A commitment to the integration of children with SEN in mainstream school environment | **\*** | |  | | O I A |
| A willingness to contribute to all areas of school life | **\*** | |  | | A R I |
| **\*Key: A=Application, R=Reference, O=Observation, I=Interview** | | | | | |