



# Trust Primary EYFS Leader Candidate Information Pack



## Letter from CEO

Dear Applicant,

This is an exciting opportunity to join our trust at a time when we are making considerable investment in achieving 'excellence' in all we do. We truly believe 'excellence' is not just a noun but a habit and we are embedding this in our cultural development.

We have ambitious plans for our trust. We are aspiring to 'Make Remarkable Change Happen' in the next few years and have set out:

- Through geographical hubs of like-minded schools a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.
- To achieve the highest standards of education in its primary, middle, secondary and special schools.
- All trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.

So, if you are interested in joining our team of incredible colleagues in networks across our schools and trust, who are passionate about their work and the next part of our journey, I would welcome you to contact Darren Woodward, Executive Director of Education (Primary) on [dwoodward@unitysp.co.uk](mailto:dwoodward@unitysp.co.uk) to arrange an informal discussion.

We look forward to hearing from you.

Best wishes

Tim Coulson

Chief Executive, Unity Schools Partnership



*“Making remarkable  
change happen”*

# We are Unity



## *– Characterised by ethical leadership and ambition for improvement at pace –*

Unity Schools Partnership is a family of secondary, middle, primary and special schools located predominantly in Suffolk, but also on the Essex and Cambridgeshire borders as well as Romford in East London.

We share the same values and face similar issues, while providing a close network of support and challenge.

We recognise the unique characteristics of each of the communities we work in and how they are reflected in distinctive school cultures.

We are committed to a partnership that respects, sustains and supports.

We encourage cultural diversity, celebrate the special qualities of each of our schools and recognise that communities must develop and grow to become sustainable.

Our model is about creating interdependence – schools that are more self-sustaining than stand-alone academies, less dependent than local authority schools and more independent than schools in corporate chains.

We all subscribe to a set of shared values, principles and operational processes that ensure quality education for all our young people. Our central belief is that every young life is special – open to possibility, gifted with the potential to change the world for the better. Our ambition is to unlock the potential of all children, remove the barriers that limit aspiration and ensure that all our children succeed.

We will work with schools that can subscribe to these values and who are prepared to take responsibility and share resources with others. This approach is already improving the life chances of pupils in primary, special and secondary schools throughout the trust.

# **We are Unity**



## **Our Values**

The trust expects its work to be characterised by:



## **Our Priorities**

We believe that children's potential should not be limited – no matter what their starting point and barriers to learning. We encourage pupils to strive constantly to gain independent learning skills and have the courage to take risks and develop personal responsibility in order to make a successful transition to adulthood.

The collaboration amongst our family of schools, the Central Team structure and our expert advisers helps our teachers and schools to 'smash through barriers'. To this end, our focus is on school improvement for all pupils, with specific support for pupils with SEND and pupils from disadvantaged backgrounds. Please use the links below to find out more about SEND, Pupil Premium and Schools Support and Improvement.

**Please visit the website below**

**[unitysp.co.uk](http://unitysp.co.uk)**





# Structure of the Trust

## Leadership

### Trustees

We have a talented group of trustees representing a variety of sectors who steer our vision and direction with thought, business acumen and a commitment to the Trust's core values.

### Our Local Governing Bodies

Governors focus on the quality of education and the curriculum to ensure that every child is receiving a broad and balanced education, improving outcomes for all pupils, and wider community engagement.

### Executive Team



**Tim Coulson**  
CEO



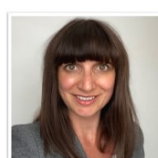
**Sarah Garner**  
Deputy CEO &  
Director of Finance



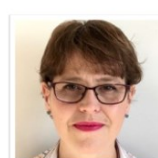
**Stephen Astley**  
Executive Director  
of Education  
(Secondary)



**Darren Woodward**  
Executive Director  
of Education  
(Primary)



**Angela Bull**  
Director of HR



**Lucie Calow**  
Director of SEND



**George Ellis**  
Director of SEND



**Nick Froy**  
Director of  
Secondary  
Education



**Matthew Fuller**  
Director of  
Primary  
Education



**Toni Kittle**  
Director of  
Primary  
Education



**Rosemary Prince**  
Director of  
Secondary  
Education



**Andy Samways**  
Director of  
Teaching School  
Hub and  
Research School



**Debbie Willson**  
Director of  
Operations

### School Improvement Education Leads and Advisors

We have a high-quality group of school improvement leads and advisors who deliver our package of school improvement support for schools including primary and secondary specialists, SEND directors, curriculum director, pupil premium advisor and Data Manager. Our advisors work closely with our school and trust leaders in partnership throughout the year.

### Headteachers

Our Headteachers are a crucial part of our School Improvement Team. There is a significant amount of school to school partnership work that has great impact across our schools from across school leadership models and moderation. Schools find the advantages of working with a supportive peer group of successful heads a valuable asset of being part of our trust. Heads share expertise and support colleagues, which we value greatly.



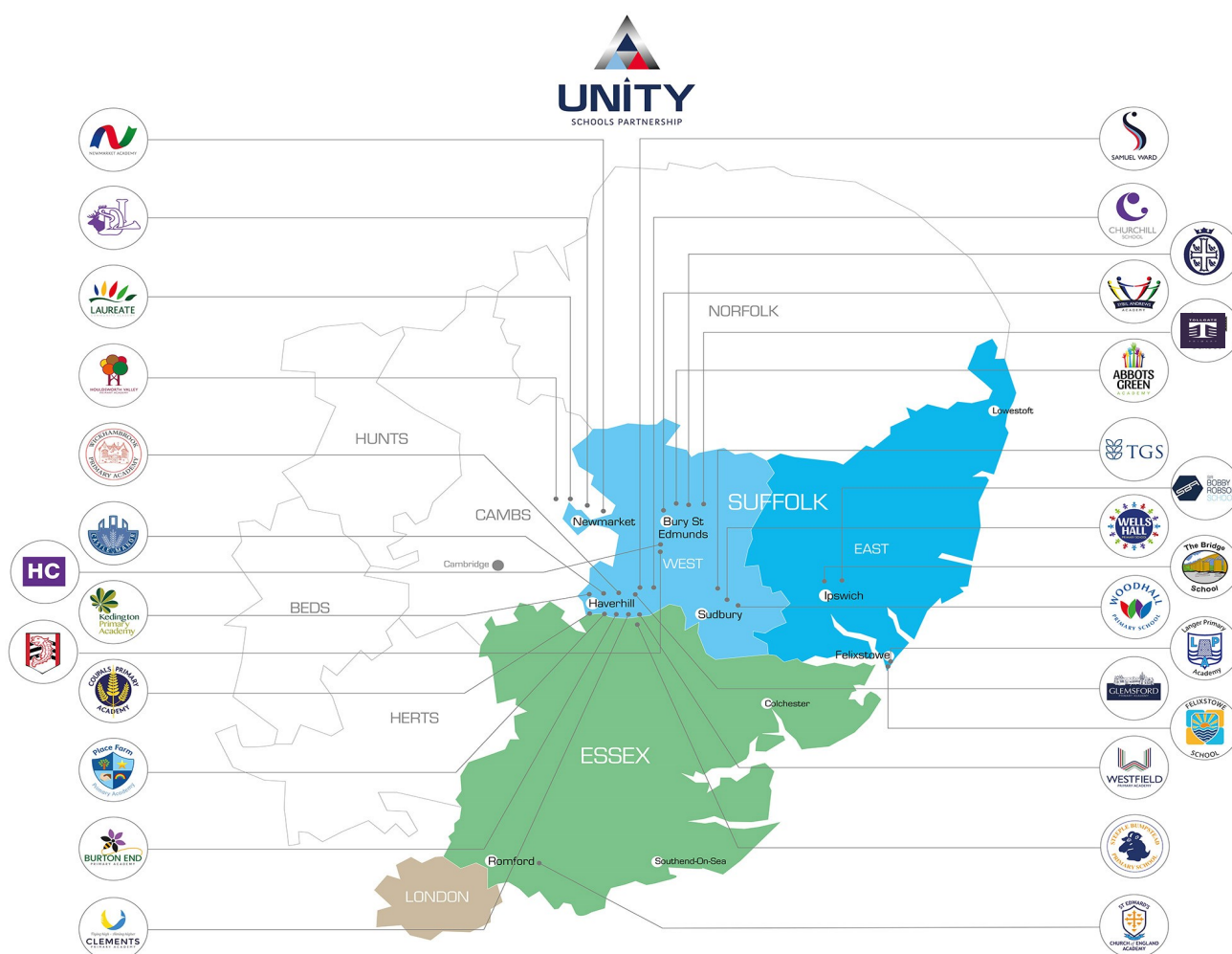
“ Probably the best CPD day I have had because I was able to tailor it to my needs.

– JAN 2020 WHOLE TRUST PD DAY FEEDBACK –

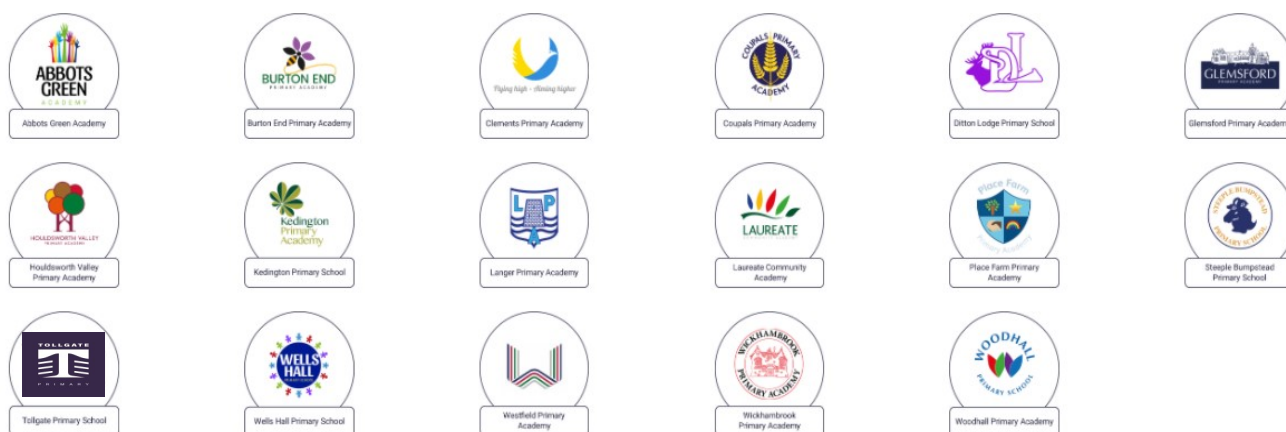
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# Our Schools



## Primary schools



Each school has their own unique identity and takes pride in ensuring the highest level of achievement for their students.

**Please visit [unitysp.co.uk/our-schools/](http://unitysp.co.uk/our-schools/)**

# Our Primary Schools

School	Roll	Location	%PP	Headteacher	OFSTED
Abbots Green	468	Bury St Edmunds	18	Ang Morrison	Good*
Burton End	394	Haverhill	21.3	Karen Sheargold	Good (Jan 20)
Clements	227	Haverhill	30	Vicky Hogg	Good (Nov 21)
Coupals	336	Haverhill	20.2	David Maguire	Good (Sep 17)
Ditton Lodge	191	Newmarket	9.9	Melanie Moore	Good (Nov 21)
Glemsford	197	Glemsford nr Sudbury	24.9	Nick George	Good (Dec 17)
Horringer Court Middle (9-13)	301	Bury St Edmunds	19.9	Steve Palmer	Good (Mar 20)
Houldsworth Valley	325	Newmarket	28.9	Lisa Tweed	Good (Oct 19)
Kedington	204	Kedington nr Haverhill	6.4	Vicky Doherty	Good (Mar 19)
Langer	132	Felixstowe	44.7	Martha Hughes	Serious Weaknesses (Mar 20)
Laureate	216	Newmarket	17.6	Dave Perkins	Good (Mar 19)
Place Farm	390	Haverhill	27.9	Jane Sendall	Good (Mar 17)
Steeple Bumpstead	173	Steeple Bumpstead nr Haverhill	12.1	Mary Nicholls	Requires Improvement*
Tollgate (3-9)	279	Bury St Edmunds	30.5	Hannah Brookman	Good (May 17)
Wells Hall	425	Gt Cornard, Sudbury	24.2	Ros Towns	Good (Oct 21)
Westfield	380	Haverhill	27.1	Fiona-Catharine Thompson	Good (Feb 19)
Westley Middle (9-13)	432	Bury St Edmunds	27.5	Ben Jeffery	Good (Dec 16)
Wickhambrook	188	Wickhambrook b/w Newmarket+Haverhill	13.3	Hannah Tyzack	Outstanding (Feb 12)**
Woodhall	360	Sudbury	30.6	Lisa Tweed	Good (Dec 19)

\*Ofsted have not yet visited since conversion to academy.

\*\*Not yet inspected since joined the trust.

## Curriculum and Pedagogy

We aim for the best practice anywhere in the country led by successful implementation across the trust.

Working together, Trust Leadership, Headteachers and the Central Team lead a three-year development plan that identifies outstanding practice and established agreed minimum expectations in each area of school life. Over the last 3 years our rigorous internal PIXL assessments reflect the significant improvements to the curriculum and the quality of teachers in our schools and show combined attainment in Y6 on track for R/W/M at 70% in 2020 and 2021. We don't want to stop here, we are committed to reaching the highest standards of all performance measures.

Our innovative knowledge-rich curriculum (CUSP) uses the very best research evidence and now offers our children the highest standards seen in History, Geography and Science teaching, reflected in over 100 schools outside the trust now using these materials. Over the last 6 months our work has focussed heavily on developing our Unity Literacy curriculum (CUSP Reading and CUSP Writing) which underpins our commitment to ensuring all pupils reach the expected standard at KS2. We launched our Unity Art curriculum in September 2021 which was followed by DT in January 2022. Ahead we have Spelling to launch in May 2022 and MFL and Music in draft to be ready for September 2022.

# Staff Benefits

We want to recruit and retain the very best people in their area of expertise. Everyone who works for the trust contributes towards improving outcomes for children in one way or another. Some have a direct influence and some have an indirect influence, but everyone plays their part.

Our primary focus is the children – smashing through barriers and making remarkable change happen. To make this a reality we have to allow teachers to teach and leaders to lead. Every role within the trust supports them and enables them to concentrate on what matters – high-quality teaching and learning for all our pupils.

With that in mind, retaining quality staff and positively affecting their wellbeing is paramount. We want everyone to feel that they are important and valued in their roles, and that the right people have the right opportunities to progress within the trust. For schools, consistency of support is important, and for pupils, consistency of relationships is important, particularly for children from disadvantaged backgrounds or SEND pupils.

The HR department has worked to provide numerous staff benefits, such as Wellbeing Support, Legal Advice Helpline, salary sacrifice electric car schemes, discounted gym membership, Cycle to Work Scheme, 24/7 Help and Advice Line for all family and work aspects.

We also offer teacher and local government pension schemes, flexible working and professional development opportunities.

**Work with us. Learn with us. Grow with us.**



## CENTRAL TEAM MEMBER

### JOB DESCRIPTION

<b>Role Title</b>	<b>Trust Early Years Leader</b>
<b>Contracted Hours</b>	<b>Full-time, year-round</b>
<b>Location</b>	<b>Haverhill, Central Trust team.</b>  Trust schools as required and schools external to the Trust by arrangement.  Teaching and Research school activity as directed.
<b>Grade/Scale Point –</b>	<b>Leadership range L9-13</b>
<b>Reporting to</b>	<b>Director of Primary Education</b>

### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance. All members of the Trust are responsible personally and collectively for supporting pupils in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the Core Values at all times;
- Nurturing passions and interests and stimulating their intellectual curiosity;
- Continuously raising aspirations and self-esteem;
- Intentionally developing Leadership;
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting pupil voice;
- Assuming responsibility (as required) for the learning progress of a specific group of Individual pupils.

The postholder is to establish themselves as a trusted and respected ambassador of the Trust and should act as a conduit between schools to further relationships between partner schools, strong practitioners and EYFS leaders;



## **JOB PURPOSE**

To ensure that Early Years teaching in Trust Primary schools is at least 'Effective' and develops Highly Effective practitioners.

## **KEY TASKS AND RESPONSIBILITIES**

### **EYFS development**

- Lead the Trust's development of Early Years practice, identifying common themes for development and improvement within EYFS for the Trust;
- Support the Trust in reaching its educational targets and objectives for Early Years in Primary Schools through evaluation of teaching, as allocated by the Trust Executive;
- Contribute to the monitoring of Teaching and Learning and assessment policies for Early Years in all of the Trust's Primary schools, developing key documents that enhance practice;
- Support and enable a Trust-wide EYFS assessment strategy. Gather, share and analyse Trust wide intelligence and data to enable the Primary Executive to have a consistent picture of strengths and weaknesses in Early Years across the Trust. Liaise with the Primary Executive over findings that require interventions;

Undertake research and seek best practice from others to support the identification of common themes for development, creating a Trust-wide improvement plan for EYFS whilst keeping abreast of the latest developments in education with a particular focus on Early Years;

### **Leading the Early Years network**

- Ensure that Early Years leaders in Trust Primary schools are given the necessary training to develop and enhance the skills required to support teaching and learning effectively;
- Ensure that our Nursery teams meet and communicate regularly and share best practice;
- Maintain and update the EYFS area for Primary Schools in ATLAS;

### **Supporting Early Years leaders**

- Support school leaders to identify the priority areas within their Early Years offer and recommend strategies for improvement;
- Provide guidance and coaching to new Early Years leaders in our Primary schools;
- Quality assure accurate self-evaluation of the Early Years for whole school self-evaluation;
- Support middle and senior leaders to accurately monitor their subject areas when evaluating teaching and learning in EYFS;
- Lead termly Early Years leader and Nursery network meetings.

**Curriculum support for Early Years**

- Provide quality assurance for school effectiveness in relation to teaching in Early Years;
- Support the Trust to develop its Early Years approaches including the continued refinement and implementation of our trust minimums;
- Work in conjunction with the Trust's Curriculum Director on the development and effective implementation of the CUSP Early Years programme.

**Training and support for staff**

- Provide sustained support through the highest quality monitoring, challenge and intervention to schools, in order to improve standards and raise outcomes for all;
- Prepare to be deployed in intensive support for schools experiencing difficulties / facing emergencies, as well as planned, sustained support for schools and individuals following school reviews;
- Support grant bids to improve Early Years across the trust;
- Support the Teaching School Hub and Research School with related activity including delivery of CPD, supporting activity with CTSN and contributing to research materials;
- Support teachers identified in each school to improve their practice to be effective / highly effective;
- Create and deliver appropriate CPD to improve Early Years teaching and learning across the primary schools.

**SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

**GENERAL**

- Actively contribute to and promote the overall ethos and values of the Trust;
- Participate in training and other learning activities and performance development as required;
- Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the Trust;
- Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
- Act as an ambassador for the Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times;
- Undertake any other reasonable tasks and responsibilities as requested by a Director of Education / the CEO which fall within the scope of the post.

## PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<p>First degree / training certificate.</p> <p>Qualified Teacher Status (QTS)</p> <p>Evidence of commitment to own professional development.</p>	<p>NPQSL</p> <p>Early Years leadership related qualification such as SLE</p>
EXPERIENCE AND KNOWLEDGE	<p>Successful experience at <b>Early Years leadership</b> level.</p> <p>Successful experience at <b>Senior Leadership level</b> in schools.</p> <p>Evidence of impact on pupil achievement.</p> <p>Excellent classroom teacher with a proven commitment to improving the quality of children's learning and a willingness to be observed modelling best practice.</p> <p>Experience of creating and delivering CPD content to a wide range of settings.</p> <p>Experience of analysing and using data to raise standards including analysis of data across a range of schools.</p> <p>Current knowledge of teaching technologies, their use, implementation and impact.</p> <p>Solution focused disposition and a positive attitude particularly to challenge and change.</p> <p>Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency.</p>	<p>Relevant experience in more than one school.</p> <p>Successful and varied teaching experience throughout the primary phase</p> <p>Experience of working within a Multi-Academy Trust</p> <p>Experience of research including publishing materials</p>
KEY SKILLS AND ATTRIBUTES	<p>High personal standards in terms of attendance, punctuality and meeting deadlines.</p> <p>Understanding of SEND and Disadvantaged barriers.</p> <p>Able to develop genuine, empathetic relationships with children.</p> <p>Commitment to an educational provision of the highest quality.</p>	<p>Counselling and mediation skills</p> <p>Involvement in broader educational groups in the region / UK / Abroad</p> <p>A coaching qualification</p>

**PERSON SPECIFICATION *continued***

	<p>Ability to communicate effectively with a wide range of people.</p> <p>Strong interpersonal skills.</p> <p>Ability to work under pressure and to time and targets.</p> <p>Ability to prioritise and delegate appropriately,</p> <p>Ability to develop and maintain good working relationships.</p> <p>Experience in delivering strategies which encourage teachers to reflect on their skills and improve upon them.</p> <p>Proven ability to think creatively and bring fresh ideas to schools at various stages of their journey to Outstanding.</p> <p>Evidence of coaching teachers to improve practice and leaders to improve leadership.</p> <p>Understanding of the management of change processes.</p>	
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## How to apply

If you wish to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact Darren Woodward, Executive Director of Education (Primary) on [dwoodward@unitysp.co.uk](mailto:dwoodward@unitysp.co.uk)

In addition, as part of the application process you will need to provide a supporting statement, setting out your vision, relevant experience, skills and competencies for the role of Trust Primary EYFS Leader, part of Unity Schools Partnership.

Please visit [unitysp-careers.co.uk](http://unitysp-careers.co.uk) to apply

Closing Date: 9.00am 11 July 2022

Interview: 15 July 2022