



**EYFS Class Teacher & Phase Leader Application Pack**

Contents

[Letter from Catherine Paine, Chief Executive Officer 3](#_Toc129606603)

[Our Cornerstones and Touchstones 5](#_Toc129606604)

[The role 7](#_Toc129606605)

[The application 9](#_Toc129606606)

[The application process and timetable 9](#_Toc129606607)

[Safeguarding, Safer Recruitment and Data Protection 10](#_Toc129606608)

[Job Description 11](#_Toc129606609)

[Person Specification 15](#_Toc129606610)

**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 the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

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

**EYFS Class Teacher & Phase Leader at Kemsley Primary Academy**

Are you an aspiring leader, with experience teaching in EYFS and looking for an exciting new challenge? Are you driven to enable all children to succeed? If so, this is an exciting opportunity to join us on a remarkable journey and contribute to achieving our vision to ensure that all children reach their full potential and become life-long learners.

At Kemsley, we are looking for a diligent, committed person who is passionate about EYFS to teach in one of our EYFS classes from September 2023. This position also offers the opportunity for leadership; ideally, the successful candidate will also have the expertise and experience to lead our EYFS phase.

**We are looking for a candidate with enthusiasm and passion for providing the best outcome for all pupils, who:**

• is highly motivated

• has consistently high expectations

• nurtures a thirst for knowledge and understanding and a love of learning in all pupils

• is committed to raising standards and achieving excellence for all

• is a committed member of our school team

• has high levels of organisation, proactivity and positivity

• has a passion for driving up standards and improving outcomes for all pupils

• able to demonstrate good behaviour management

**We can offer:**

• A good school (Ofsted February 2019)

• A bespoke CPD package to support people at every stage in their career

• Opportunities to learn within a network of schools

• Leadership development opportunities that help you realise your full potential

• A hard-working, supportive team with committed governors and parents

• Enthusiastic and inquisitive learners

• Kind, caring and hardworking colleagues

• An encouraging and supportive senior leadership team

**Background Information about the School**

Kemsley Primary Academy was opened in September 2004 and is a single form entry primary school with a nursery. The main school can take up to 210 children, 30 in each class. The nursery is able to take 52 children for five half-day sessions of two and a half hours – 26 children in the morning and 26 children in the afternoon; many children stay all day as part of our flexible care offer and for those entitled to 30 hours provision.

Our school ethos is centred upon our values of **Exploration, Resilience, Positivity and Aspiration**. We firmly believe that every child has the right to fulfil their potential and that we are all life-long learners. We encourage our children to be the very best that they can be by inspiring them to try and try again. We teach them that it is not a matter of not being able to do it, it is about not being able to do it YET! We are highly aspirational for our children’s development and constantly look for new ways to develop our pupils’ schema. We achieve this through our commitment to the 11b411 project.

Outside, the grounds are laid out into separate play areas; Key Stage 1 (Years 1 & 2) play together and Key Stage 2 (Years 3 – 6) play together although we encourage free flow around the areas at lunch times to allow the children to play together regardless of year group. The large field is ideal for games. We also have a woodland conservation area which we use for our Forest School! We have an open door policy and value the support of parents. We are pleased to welcome parent helpers into school.

As a member of the REAch2 Trust, a national family of primary academies, Kemsley Primary Academy is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. Staff within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Kemsley Primary Academy 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 **Miss Iris Homer, Headteacher, using** **iris.homer@kemsley-academy.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 or visit please contact **Sascha Batters, School Business Manager via** **office@kemsley-academy.org**

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:**  | Friday 14th April 2023 at 9am |
| **Interviews:** | Thursday 27th April 2023 |
| **Contract Details:** | Permanant |
| **Salary:** | MPS/UPS (+TLR) |
| **Start date:**  | Friday 1st September 2023 |

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

**Post: Phase Leader (in addition to the Class Teacher Job Description)**

**Salary: Teachers Main Pay Scale / Upper Pay Scale**

**Responsible to: Headteacher**

**Line Manager/s: Headteacher, members of the senior leadership team (SLT) and the Academy Executive Team**

**Supervisory: The postholder will lead a phase team and will assign roles to staff within that team.**

|  |  |
| --- | --- |
| **Responsible for:** | Educational, emotional and social development of each of the children which form the class allocated for each specific academic year.Various curriculum areas with the changing needs of the school. |
| **Teaching ability and curriculum understanding** | * evidence of successful classroom practice
	+ - * To ensure that the requirements of the Primary Curriculum are met, including arrangements for assessment and moderation and that the children have every opportunity to achieve or exceed, especially with regards to Phonics.
			* knowledge and experience of the Primary curriculum planning and assessment.
			* desire and ability to work closely as part of a team
			* awareness of national trends and developments
			* high expectations of self, pupils and staff
			* clear and balanced views about pupil welfare and discipline
			* understanding of child development and ability to recognise and respond to the individuality of pupils
			* a commitment to the integration of children with special educational needs in mainstream school environment
			* evidence of commitment to personal and professional development
			* commitment to the involvement of parents in their children's learning
			* Ability and willingness to teach across all Key Stages.
			* A good understanding of and commitment to interagency working
 |
| **Personal qualities** | * + - * well developed interpersonal skills and the ability to develop and maintain good relationships with staff, parents, and pupils
			* personal and professional integrity
			* ability to work under pressure while maintaining a cheerful disposition
			* excellent organisational skills
			* flexible attitude towards responsibilities in school
 |
| **Management skills** | * Awareness of the process of inspections of schools for monitoring and evaluating the quality of a school
	+ - * knowledge and experience of identifying and ordering equipment/resources and being a budget holder
			* To be able to monitor, evaluate, lead and develop subject/s within the school
			* an understanding of the role of governors
			* experience in leading meetings (e.g. curriculum)
			* experience of managing adults in the classroom
			* experience of supporting and developing colleagues
 |
| **Other qualities** | * + - * commitment to the job and the school
			* ability and commitment to work closely with, and support the Head
			* Willingness to contribute to all areas of school life.
			* strong commitment to the importance of the school as part of the community.
			* a strong belief in the importance of the development of the emotional, cultural/spiritual/sporting interests of the child
			* a sense of balance - with a life outside of school
			* sense of humour!
 |

All members of staff are expected to assist with keeping themselves and others safe. All staff have a responsibility to report any hazards and raise management’s awareness of any Health and Safety issues.

As a member of staff at Kemsley Primary Academy you are responsible for working with the staff, parents, pupils, and other agencies to safeguard and promote the welfare of all children at school.

All members of staff are expected to promote positive behaviour patterns, raise self-esteem, and improve independent working in children to assist their education and growth and enable them to reach their full potential. They promote equal opportunities and respect confidentiality.

This job description describes in general terms the normal duties which the post holder will be expected to undertake. However, the job description or the duties contained therein may vary or be amended from time to time without changing the level of responsibility associated with this post. The employee may therefore be responsible for carrying out additional tasks outside of their job role as directed by the Headteacher.

**Professional Duties / School Leadership & Management Role:**

* To lead one of phase teams in the school.
* To have specific responsibility for the co-ordination and management of the phase.
* To lead target setting and monitoring within the phase and report on the standards achieved within the phase.
* Review and co-ordinate statutory and non-statutory assessments within the phase.
* To keep up to date with the philosophy, teaching methods and resources available by liaising with outside agencies, in-service course, visits and personal study; reporting and discussing with other staff.
* To act as a consultant, adviser and in-service organiser to other staff, sharing knowledge and ideas as well as showing by personal example of how these areas can be used both to enhance and differentiate all areas of the curriculum.
* To carry out duties commensurate with the academy mentoring policy
* To have responsibility for the deployment of support staff within the phase.
* To carry out any other reasonable duties requested by the Headteacher or Executive Team.

**As part of the senior leadership team you are required to support the Headteacher and Deputy Headteacher in the following areas:**

* Assessment and Tracking
* Monitoring and Staff Development
* Appraisal
* Curriculum
* Supporting the GTP Programme, student placements and NQT induction

**These will require you:**

* To be involved in target setting, monitoring and reporting on standards achieved.
* To respond to the requirements of assessment and to assist in the development of appropriate forms of profiling.

**Appraisal and Professional Development Leader**

You are required to support the Headteacher in the conducting of the Appraisal process for teachers and non-teaching staff within the academy. This will include collection of data through a range of methods including classroom observation.

You are also required to initiate and maintain a programme of Appraisal meetings for Teaching and non-teaching staff. The cycle of meetings will include a target setting, mid-year review and end of year meeting. You will maintain all records appropriately and share outcomes with the Headteacher.

The expectations of REAch2 are that all teachers will work to the professional duties set out in the School Teachers’ Pay and Conditions Document and the National Standards.

**Confidentiality**

It is expected that all REAch2 employees ensure confidentiality is maintained in line with agreed policies and protocols.

**Safeguarding**

All REAch2 employees are expected to comply with Trust policies and procedures relating to safeguarding and undertake annual refresher training.

**Trust Policies**

It is the expectation of all REAch2 employees that they familiarise themselves with all academy policies and any updates.

**Professional Development**

The postholder will engage in relevant professional development to maintain an up-to-date knowledge of current issues and developments.

**Health and Safety**

Health and safety is the responsibility of all employees therefore the postholder is expected to have a good working knowledge of policies and procedures and take effective actions to maintain safe working practices.

This job description is not prescriptive, nor necessarily a comprehensive definition of the post.  As such, it may be subject to amendment, after consultation, to meet the changing needs of the Academy. The postholder will also be expected to undertake such other reasonable duties as requested from time to time by their line manager or executive/senior leadership team.

# Person Specification

|  |  |  |  |
| --- | --- | --- | --- |
| **FACTORS** | **ESSENTIAL** | **DESIRABLE** | **MEASURED BY** |
| **QUALIFICATIONS AND SKILLS*** Qualified Teacher status
* Graduate
* Clear communication/questioning skills – precise approach to written communication
* ICT competent – Able to use IWB
* Able to inspire children’s interest in learning
 | EssentialEssential EssentialEssentialEssential |  | AAO I A OO |
| **SPECIAL KNOWLEDGE, ABILITIES AND/OR EXPERIENCE*** Knowledge of strategies to support learning, progress and standards across the curriculum – evidence of impact on progress
* Experience working in an Early Years setting
* 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
 | EssentialEssentialEssentialEssentialEssentialEssential |  | A R O IAOA O IA O I RA O I R |
| **PERSONAL QUALITIES*** Flexibility of approach
* Well organized
* Supportive – able to work as part of a team
* Able to respond to and seek advice
 | EssentialEssentialEssentialEssential |  | RO R IRR |
| **INTEREST AND MOTIVATION IN THE JOB*** Enthusiasm for children’s learning
* Commitment to promote and support the aims of REAch2
 | Essential |  | O I R A |
| **\*Key: A=Application, R=Reference, O=Observation, I=Interview** |