



North East
Learning Trust

WE'RE LOOKING FOR
AN **EARLY YEARS**
LEADER
TO JOIN OUR TEAM

Early Years Leader

Required for September 2019

Salary (M1 – UPS3 + TLR2a)

We are seeking to appoint an experienced, passionate, inspirational and innovative Early Years Leader to join our fast moving, forward thinking school and play an important role as a member of the leadership team. This is an outstanding career opportunity for an exemplary and innovative practitioner who has aspirations to become a future senior leader. The successful candidate should have high expectations of pupil progress and achievement, a commitment to raising standards and a passion for EYFS teaching and children's learning.

We are looking for an outstanding classroom practitioner who has:

- The ability to work collaboratively and flexibly as part of a highly skilled team and form positive relationships with children, parents, staff and other professionals
- Relevant training and experience of successful teaching and learning in Early Years
- High expectations and standards in achievement and behaviour
- A firm belief and strong commitment to inclusive education
- A clear understanding of how children are motivated and learn effectively
- A creative approach to encourage children to take ownership of their own learning
- Energy, commitment, enthusiasm and initiative

Deadline:

Monday 20 May 2019

Shortlisting will take place on Tuesday 21 May 2019, with schools visits on Wednesday 22 May 2019 and interviews on Thursday 23 May 2019.

All visits to the school are warmly welcomed.

Please contact the school office on **0191 371 0777** to arrange a visit.

How to apply:

Application forms should be completed and returned with a supporting letter of no more than two sides of A4 to **marysia.mynhardt@sacristonacademy.co.uk** or by post to Ms Annalei Inkster (Headteacher), Sacriston Academy, Witton Road, Sacriston, DH7 6LQ.

Job description

Responsible to

Headteacher and Deputy Headteacher.

Job purpose

- To seek to ensure that pupils attain the highest possible standards in all aspects of school life.
- To ensure a consistent approach to planning, teaching and assessment and to ensure that there is continuity and progression in pupil's learning.
- To be responsible for pupils' safety and welfare.
- To take specific responsibility and accountability for the day to day management and organisation of your TLR area.
- To be an excellent classroom practitioner.
- To have an impact on educational progress beyond your assigned pupils.
- To line manage and appraise identified staff.
- To assist in the smooth running of the school at all times, including being responsible with the other TLR holders in the absence of the Headteacher and Deputy Headteacher.

Professional Duties

In line with the current Pay and Conditions agreement and Teachers' Standards, it is the responsibility of the post holder to carry out the following professional duties:
Fulfil the role of Class Teacher. This will include:

Generic Responsibilities

- To work consistently to uphold the school's mission statement
- To follow all school policies
- To work in a co-operative and polite manner with all stakeholders
- To work with pupils in a courteous, positive, caring and responsible manner at all times
- To follow the child protection procedures and ensure that, pupils' safety and well-being is never compromised
- To be polite, co-operative and positive when communicating to other staff
- To take an active and positive role in the school's commitment to the development of staff
- To work with visitors in such a way that it enhances the reputation of the school

- To seek to improve the quality of the school's overall service
- To present oneself in a professional way that is consistent with the values and high expectations of the school.

Specific Responsibilities

Teaching

Relationships with children, setting high expectations and motivating learners

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating learning environment for pupils, rooted in mutual respect
- set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Pupil progress

2. Promote good progress and outcomes by pupils

- ensure pupils make the expected rate of progress
- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work.

Subject and curriculum knowledge and pedagogy

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subjects, and address misunderstandings
- demonstrate a critical understanding of developments in the subjects and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- demonstrate a clear understanding of systematic synthetic phonics
- demonstrate a clear understanding of appropriate teaching strategies for mathematics.

Effective classroom practice

4. Plan and teach well-structured lessons

- ensure all teaching is at least good
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the

- knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum.

Diversity and special needs: meeting the needs of all pupils

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Assessment for learning

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate and frequent marking, and encourage pupils to respond to the feedback.

Managing behaviour

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour both in the classroom and around the school, in accordance with the school's discipline policy
- have high expectations of behaviour, and use the school's established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage the class effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

The wider professional role of the teacher

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being
- contribute to the professional development of other colleagues, demonstrating effective practice and providing advice, guidance and feedback
- act as a mentor for newly qualified and trainee teachers
- communicate effectively with parents with regard to pupils' achievements and well-being.

Additional Responsibilities

Fulfil the role of Early Years Team Leader. This will include:

9. Leadership and management

- support and implement the vision and ethos of the school
- contribute to, implement and evaluate the success of the school improvement plan relevant to your TLR area
- ensure that the work of your team is inclusive and issues are addressed in pastoral and/or curriculum management
- ensure policies are translated into practice by your team and that you bring to the attention of the senior leadership team any which may need revisions or amendments
- together with the senior leadership team, lead on the school self-evaluation process for your TLR area including lesson observations, 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 school leadership team
- be an effective role model for your team in terms of teaching, behaviour and classroom management.

10. Teaching and learning responsibility

- lead a phase team
- have overall responsibility and accountability for your TLR area ensuring curriculum continuity, consistency, balance, match and progression
- lead regular meetings relevant to your TLR area with colleagues
- develop, demonstrate and promote teaching and learning activities appropriate to the age and ability range.

11. Monitoring and assessment

- together with the senior leadership team, contribute to, monitor and review the impact of teaching and pupil progress through the use of the school's online

tracking system and the analysis of data, ensuring the use of information for planning and target setting across your TLR area

- monitor standards as relevant to your TLR area including reviewing planning, scrutinising pupils' work, conducting pupil interviews and moderating assessment judgements.

12. Deployment of staff and resources

- support the senior leadership team in the effective deployment of staff in your TLR area
- be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area
- manage, monitor and accurately account for any budget for your TLR area
- evaluate, organise and monitor the use of resources.

13. Staff development

- take a lead role in identifying group and/or individual training needs and provide support for colleagues within your TLR area
- 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 your TLR area and disseminate information as appropriate.

Review of Performance

Performance management reviews will focus on the post holder's responsibilities and professional development linked to the school improvement priorities. There is recognition that however good we are at our work, we should embrace the notion of 'continuous improvement'.

Any other duties deemed reasonable, as directed by the Headteacher.

This job description may be reviewed at the end of the academic year (or earlier if necessary) and can be amended after consultation with the post holder.

April 2019

Person specification

	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> DfE recognised teaching qualification Further professional development particularly in relation to EYFS Relevant safeguarding training 	<ul style="list-style-type: none"> Further professional development 	<ul style="list-style-type: none"> DfE check. Letter
Experience	<ul style="list-style-type: none"> Successful teaching in EYFS Experience of co-ordinating the work of support staff Evidence of tracking pupil progress and interpreting and using data to promote progress Experience of involvement in transition between EYFS and KS1 Experience of working with children who have additional educational needs Experience of the EYFS Profile Experience of working well in partnership with staff, governors, children, parents and the wider community 	<ul style="list-style-type: none"> Working experience in a HighScope setting Successful teaching experience across at least two key stages Involvement in monitoring the quality of teaching and learning Experience of performance management process Leading / delivering training Experience of supporting initial teacher training 	<ul style="list-style-type: none"> Letter, references and interview.
Disposition	<ul style="list-style-type: none"> Good timekeeping and attendance record Relates well to children and has a caring attitude Able to work as part of a team Proven leadership qualities to motivate and inspire others Deals with difficult situations effectively A 'can do' attitude, sense of humour, willingness to learn and approachable Additional strengths within curriculum subjects Commitment to continual professional development 		<ul style="list-style-type: none"> Letter, references and interview.

Skills and knowledge <ul style="list-style-type: none"> • Able to lead a large professional team and develop their skills and contributions to the school's values and ethos • Proven and consistent record of delivering good and outstanding lessons • Good understanding of the EYFS and its assessment, recording and reporting requirements • Good understanding of strategies to enhance teaching and learning opportunities • Good understanding of school self-evaluation and improvement planning • Knowledge of how data can be used to raise attainment and maximise progress • Excellent classroom management and discipline and knowledge of the EYFS welfare requirements • Ability to plan, record and assess for children's progress in a variety of ways • Calm and positive approach to behaviour management • Competent in the use of ICT • Communicates well orally and in writing at all levels and to a variety of audiences • Strong interpersonal skills • Able to plan, organise and prioritise 	<ul style="list-style-type: none"> • Sound knowledge of teaching phonics 	<ul style="list-style-type: none"> • Letter, references and interview.
--	---	---

References:

Any relevant issues arising from references will be taken up at interview.

DBS and pre-occupational health:

The North East Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.

Equal opportunities:

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applications with disabilities will be granted an interview if the essential job criteria are met.