



EYFS Phase Leader

Newlands Spring Primary and

Nursery School

Job Description

Introduction from the CEO

I am delighted to be CEO of Attain and Director of the Chelmsford Teaching Schools Alliance (CTSA), and it is wonderful to work with talented and conscientious staff and trustees who have the outcomes for all our children at heart.



Attain Academy Partnership is a multi-academy trust formed in 2016. Our vision is to create a community of outstanding academies with the highest aspiration and dedication to achieving the best outcomes for all our learners.

The dedicated staff, Trustees across all our academies form a team, which is creative, collaborative and supportive of one another, enabling the sharing of expertise and opportunities for outstanding professional development.

Attain Academy Partnership is so-named because we believe that committed, co-operative, professional partnerships will secure the best outcomes for all pupils in the future. Attain is committed to delivering high quality educational provision across all our academies whilst reflecting and responding to the individual needs of local communities.

Our aim in all our academies is to ensure that every child is a happy and successful learner, a confident individual and a responsible citizen who can develop their skills, abilities, talents and interests in order to fulfil their true potential and achieve what they want to do.

Our ethos is to grow a collaboration of academies that work together with a shared desire to be innovative, inclusive and inspirational.

Our Aims and Ethos: 'Working together towards success for all'

- An unshakeable belief in the intrinsic value of every individual within our community based on mutual respect.
- A moral code and high behavioural expectations which are based on Christian values and recognise and respect those beliefs held by different denominations.
- Exciting and creative climates for learning within a safe and supportive environment.
- Sustainable collaboration and sharing of best practice.
- Personal and professional development for all members of staff.
- Accountability based on honesty and responsibility in all our relationships.

We believe:

- That every pupil deserves a good education that enables them to be the best they can possibly be.
- That every individual in our community of academies (our pupils, staff, families and friends) is important and has something to contribute.
- In building an exciting and creative climate for learning within a safe and supportive environment.
- In working together and sharing best practice.
- In ensuring the personal and professional development for all members of staff so that they have a rewarding and a fulfilling career within our community of academies.
- In accountability based on honesty and responsibility in all our relationships.

Every pupil can expect to:

- Experience a caring and supportive culture in which every individual is safe and can thrive.
- Build positive relationships with the staff in their academy.
- Experience an aspirational culture in which we refuse to accept barriers to achievement.
- Have ambitious targets and access to appropriate resources to support their learning.
- Meet and talk with our staff regularly about their learning and progress.
- Learn within the classroom with appropriate support and to receive extra help when necessary.
- Have their learning and progress and that of their peers effectively tracked.
- Experience peer-to-peer support within the classroom rather than having total reliance on adults.

Learning will:

- Embrace creative and innovative approaches that engage all learners.
- Reflect planning between experts and teachers to ensure the accessibility of the work.
- Have pace and a continuous focus on progress both academic and social.
- Use modern technology and the virtual learning environment to ensure relevance in the 21st century.
- Be personalised so it is relevant to each pupil and ensure challenge.
- Be tailored to the needs of key groups, for whom appropriate programmes of study will be devised.
- Reflect a balanced but challenging curriculum.
- Enable progress to higher education and/or employment.

Collaboration will ensure that:

- The areas of greatest need are well supported and show rapid and sustained improvement
- The Trust produces flexible and experienced professionals capable of career progression
- Staff within the Trust are well-supported and receive an excellent introduction
- Resources are shared, and economies of scale are achieved

Professional development will:

- Deliver outstanding professionals to work across our trust.
- Ensure that all teachers remain at the forefront of creative and innovative practice.
- Be tailored to meet different standards and needs.
- Focus on outstanding teaching and learning and on developing future leaders who impact on Trust improvement and outcomes.
- Support the needs of our pupils and take account of the stage of development of each academy.
- Be delivered by inspirational experts.
- Enrich collaborative and reflective working relationships between and within academy.

Accountability:

- Pupils and staff will understand what they must achieve and how to do this.
- Performance will always be measured against the most ambitious targets.
- Pupils and staff will be held to account for their targets and progress towards them.
- Pupil premium will be used to accelerate the progress of vulnerable pupils.
- Every member of staff will undergo performance management regularly.
- Good and outstanding teaching will be the norm.
- Leaders are proactive in addressing issues and timely, appropriate interventions will be honest and based on objective information.
- Trust bodies will know their Trusts and hold them to account.

The post outlined in this job description is a key role within the Academy and the resource fulfilling the role is expected to achieve the core principles as defined above.

CEO: Susannah Edom-Baker

Pay and Conditions

This is a permanent position.

Pay range:

Leadership Structure

The governance structure of the trust consists of:

Members (five in number)

Trust Board – up to 12 trustees including a Chair and Vice-Chair of the Trust Board – the Board meets up to six times per annum plus one AGM which the members attend

Finance, Risk, Audit and Premises Committee – meets up to six times per annum

Standards Committee – meets once per term (but could be more frequently during the pandemic)

HR committee – meets once per term

Local Governing Bodies – meet twice per term. There are seven LGBs across the Trust which meet in a defined two week period each term and report to the following Board meeting.

The structure of the current Trust Senior Leadership Team is as follows:

Chief Executive Officer working with School Excellence Adviser, Strategic Lead, Lead for Learning and Development and Lead for School Improvement

Chief Finance Officer and Chief Operations Officer working with Finance Operations Officer and IT Lead

Head teachers/Heads of Schools



Specific Job description – Early Years Foundation Stage (EYFS) leader

Main purpose

- The EYFS leader, under the direction of the Head of School, will take lead responsibility of the EYFS (Nursery and Reception classes) to secure:
- High-quality teaching
- Effective use of resources
- High standards of learning and achievement for all
- Consistent pedagogy

The job description should be read in conjunction with the contractual requirements and responsibilities as set out in the current [School Teachers' Pay and Conditions document](#) as well as meeting the expectations set out in the [Teachers' Standards](#)

Reports to

Head of School

Duties and responsibilities

Strategic direction

- Develop and implement policies for the EYFS in line with our school's commitment to high-quality teaching and learning
- Have a good understanding of how well the curriculum is being delivered and the impact on pupil achievement
- Use this understanding to feed into the school improvement plan and produce an action plan for the EYFS
- Consult with pupils, parents and staff about the EYFS and its effectiveness, and assess the feedback against the school's vision, values and aims
- Work with the special educational needs coordinator (SENDCO) to ensure the curriculum meets the needs of all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities
- Work with subject leaders to understand how their subject is developed in the EYFS
- Liaise with ATTAIN colleagues on EYFS-related projects and activities
- Share outstanding EYFS practice, knowledge and expertise throughout the school, and wider, as appropriate
- Attend SLT meetings when required
- Ensure a smooth transition of pupils into nursery, reception and Year 1.

Leading the curriculum

- Develop and review regularly the vision, aims and purpose for EYFS
- Oversee the planning of a curriculum that:
 - Is diverse and inclusive
 - Meets the needs of all pupils and the requirements of the EYFS framework
 - Is well sequenced to promote pupil progress towards the early learning goals (ELGs)
 - Is effectively and consistently implemented across the EYFS
- Make sure there is an effective system of assessment that meets the requirements of the EYFS framework and tracks the progress of pupils to check the curriculum has a positive impact on learning
- Have an overarching responsibility for pupils' achievement and standards in the EYFS

Leading and managing staff

- Hold regular team meetings to keep staff informed of developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the EYFS
- Monitor teaching and learning to assess how well the curriculum is being implemented
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the EYFS
- Take a leading role in inducting new EYFS staff and making sure they uphold expected values and teaching standards
- Coach and model teaching approaches and strategies
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
- Monitor staff wellbeing, working with senior leaders to address wellbeing challenges as appropriate

Efficient and effective deployment of resources

- Create a safe, welcoming environment
- Regularly audit the indoor and outdoor learning spaces in the EYFS to evaluate the quality of the overall learning environment
- Ensure resources used are diverse, inclusive and accessible
- Ensure effective continuous provision in the EYFS, which allows pupils to play independently and gives them a sense of ownership over their environment
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the EYFS budget effectively to ensure it is spent on resources that add value and enhance the learning experience

General

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health, safety and welfare, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Participate in training and other learning activities as required.
- Attend relevant school meetings as required.
- To respect confidentiality at all times.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with the school's equal opportunities policies
- The trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- The duties above are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills and grade.

Person Specification

	Detail	Essential	Desirable
Qualifications & Experience	Specific qualifications & experience <ul style="list-style-type: none"> • Qualified teacher status (as recognised by the department for education). • Successful completion of significant additional study relating directly to the education of primary-aged pupils and/or the management and organisation of a school. • Participation in recent, relevant in-service training. • Recent experience working with children in a school environment. 	<div>√</div> <div>√</div>	<div>√</div> <div>√</div>
	Knowledge of relevant policies and procedures <ul style="list-style-type: none"> • Knowledge and understanding of the role and responsibilities of senior leaders and governing bodies within primary schools. • Experience of previous or current responsibilities within a successful senior management team. Substantive experience in a head of school, deputy or assistant head role is desirable. • Experience of successfully leading team's staff deliver improvements and initiatives. <p>The ability to:</p> <ul style="list-style-type: none"> • Think strategically and to plan effectively in both the short and long term; • Embrace, lead and manage change effectively within an organisation; <p>Inspire, motivate and support pupils, staff, parents and carers, governors and the wider community about the work of a school;</p> <ul style="list-style-type: none"> • Engage effectively and collaboratively with school governors, encouraging others to do the same; • Consult, seek advice and be pragmatic when making decisions; • Motivate a body of staff and maintain their resilience in the face of adversity; • Communicate effectively with, listen to, and learn from pupils, staff, parents (and carers), governors and other members of the community; • Promote the professional development of all staff. • Basic knowledge of First Aid and good understanding of the School • Understanding the expectations in the new Ofsted Framework about what makes an effective school. 	<div>√</div> <div>√</div>	<div>√</div>
	Technology <ul style="list-style-type: none"> • Good working knowledge of ICT to support learning. • Robust knowledge and understanding of recent developments and legislative changes in education and how these impact on the leadership and management of a primary school. • Commitment to raising the academic and personal achievement of pupils significantly and to holding. • High expectations of all children. 	<div>√</div> <div>√</div> <div>√</div>	

	<ul style="list-style-type: none"> Understanding of effective assessment in education and its use to promote the academic progression for pupils. A proven ability to deliver a differentiated curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs. <p>The ability to:</p> <ul style="list-style-type: none"> Demonstrate a commitment to inclusion, ensuring all pupils have the opportunity to participate in a full range of curricular and enriched extracurricular activities; Promote a positive ethos and pride in a school and its physical environment together; Develop and maintain high standards of behaviour among pupils; Raise standards and improve achievement; Innovate to make learning inspiring, engaging and fun for pupils. 	<p>√</p> <p>√</p> <p>√</p>	
Communication	Written <ul style="list-style-type: none"> Ability to write detailed reports, letters. 	√	
	Verbal <ul style="list-style-type: none"> Ability to use clear language to communicate information unambiguously ability to listen effectively. 	√	
	Languages <ul style="list-style-type: none"> Specialist language/communication skills if appropriate. 	√	
	Negotiating <ul style="list-style-type: none"> Ability to negotiate effectively with adults and children. 	√	
Working with children Management	Behaviour Management <ul style="list-style-type: none"> Ability to demonstrate effective implementation of the school's behaviour management policy and strategies, which contribute to a purposeful learning environment. 	√	
	SEND <ul style="list-style-type: none"> Successful completion of training to support SEND if appropriate. 	√	
	Curriculum <ul style="list-style-type: none"> Detailed understanding of the school curriculum. Good working knowledge of specialist curriculum area(s) if appropriate. 	√ √	
	Child Development <ul style="list-style-type: none"> Detailed understanding of child development. Ability to assess progress performance and recommend appropriate strategies to support development. Motivate, inspire and have high expectations of pupils. 	√ √ √	
	Health & Well being <ul style="list-style-type: none"> Understand and support the importance of physical and emotional wellbeing. Understanding of school self-evaluation and the processes involved in becoming an effective self-evaluating school. Understanding of school finance and budgets. 	√ √ √	

	<ul style="list-style-type: none"> Understanding of effective performance management processes for staff. <p>The ability to:</p> <ul style="list-style-type: none"> Work co-operatively with a range of external agencies within a local area and beyond; Delegate and manage staff workload effectively; Devise and implement effective measures for the performance of the school using inspection reports, data and research and to keep these measures under systematic review; Use management information systems, in particular, it systems to drive school improvement. Knowledge of an it system for school administration; <p>Manage finance efficiently in accordance with the agreed priorities and delegated authority of the school; and pursue additional funding and resources for the benefit of the school community.</p>	√	
Working with others	Working with partners <ul style="list-style-type: none"> Ability to make a proactive contribution to the work of the team supporting children, their families and carers and contribute to group thinking, planning etc. 	√	
	Relationships <ul style="list-style-type: none"> Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults. 	√	
	Team work Ability to work effectively with a range of adults.	√	
	Information <ul style="list-style-type: none"> Contribute to the development and implementation of effective systems to share information. 	√	
Responsibilities	Organisational skills <ul style="list-style-type: none"> Good organisational skills. Ability to remain calm under pressure. To be flexible. Follow instructions accurately. 	√ √ √ √	
	Line Management <ul style="list-style-type: none"> Ability to manage and support the work of others. 	√	
	Time Management <ul style="list-style-type: none"> Ability to manage own time effectively. Ability to adapt quickly and effectively to changing circumstances/situations. 	√ √	
	Creativity <ul style="list-style-type: none"> Demonstrate creativity and an ability to resolve problems independently. 	√	
General	Equalities <ul style="list-style-type: none"> Awareness of and promotion of equality. 	√	
	Health & Safety <ul style="list-style-type: none"> Good understanding of Health & Safety. 	√	
	Child Protection <ul style="list-style-type: none"> Good understanding and effective implementation of child protection procedures. 	√	
	Confidentiality/Data Protection <ul style="list-style-type: none"> Understand procedures and legislation relating to confidentiality. 	√	

	CPD <ul style="list-style-type: none"> • Demonstrate a clear commitment to develop and learn in the role. • Ability to critically evaluate own performance. 	√ √	
--	--	------------	--

Data protection

- Being aware of the Trust's responsibilities under the Data Protection Act 1984 and all subsequent legislation and/or regulations for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.
- Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the Trust's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities

The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Safeguarding Children and Safer Recruitment

The Attain Academy Partnership is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

An ENHANCED DBS check is required for this post.

This Job Description is subject to annual review and alterations may be negotiated to reflect the changing needs of the school.