

INFORMATION FOR APPLICANTS

EYFS and Year 1 Lead



WELCOME TO THE ESSA FOUNDATION ACADEMIES TRUST

The Essa Foundation Academies Trust currently sponsors two academies:

- Essa Academy, age 11-16.
- Essa Primary School, age 4-11.

Essa Primary School was inspected in October 2019 and was judged to be good in all areas with outstanding early years provision. Essa Academy was inspected in October 2021 and judged to be a good school in all areas.

Essa Primary (October 2019)

‘This is a happy and caring school. Pupils behave well. They listen attentively during lessons and they follow teachers’ instructions carefully. No time is wasted in class.’

‘Pupils enjoy school. They are polite, and they respect the differences between themselves and their peers.’

‘Children get off to a flying start in Reception. Teachers in the early years have created classrooms brimming with exciting learning activities.’

Inspectors also praised the leadership of the Principal and her team who they said ‘have worked tirelessly to develop the school.’

Essa Academy (October 2021)

‘Essa Academy is a community underpinned by a culture of tolerance and respect’

‘Without exception, every pupil who spoke to an inspector said that they are proud to attend Essa Academy’

‘Teachers have high expectations’

‘Across the school, all pupils achieve well’

‘Leaders have created a strong and purposeful learning environment’

VISION & VALUES – *All Will Succeed*

Our ethos is simple: we will make the most of our unique family of schools to give every child the best possible opportunity to flourish and develop into a decent, disciplined, well-educated and employable young person.

Here is what is at the heart of all we do:

Developing decent people:

Results and qualifications are important, but they are not the whole story – far from it. Our ultimate goal is to develop well-rounded young people who will make the most of the opportunities open to them in our schools. They will have resilience, zest and passion: people that employers will want to employ; people who will play a part in the communities in which they live and work; people we can be truly proud to say came through one of our schools.

Achieving full potential, no excuses:

We will do all we can to make sure every child gets the chance to reach their full potential. No child should ever get left behind; all have the capacity to learn and to achieve. We'll do this by instilling an acceptance that hard work, effort and application really does pay off. Through effort and application come self-respect, self-esteem, self-belief and success.

Discipline and standards:

It is important to us that our young people demonstrate high standards and that our schools are safe, structured places in which to learn – this will enable inspiring things to happen in the classroom. We will achieve this by expressing our high expectations regularly and frequently and by paying relentless attention to detail. We attach importance to values such as respect: for ourselves, for others, for learning and for the environment.

Great Schools for all:

We want the schools within our Academy Trust to be judged as great schools for all the young people that attend them. This means recruiting outstanding people to work in our schools and offering a curriculum that is engaging, challenging and responsive to individual needs.

Big on attitude:

We will frequently stand back and reflect on how we can do things differently and better. That doesn't mean latching on to the latest fad: it means being open-minded about trying new ideas; it means acknowledging mistakes but seeing them as an experience from which to learn; it means being aware of what happens beyond our schools so that we can predict future trends and remain in control of our destiny.

Strength in sharing:

We believe there is a strength brought about by working together within a multi-academy trust, enabling shared resources, shared knowledge, shared experience and shared success. What's great about our family of schools is that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their GCSE results and their future plans. That puts us in a unique position; it's also a tremendous responsibility.

THE TRUST

The Essa campus is very well placed for both motorway access and public transport. M61 J4 is very close by giving access to the Greater Manchester, Lancashire and Cheshire motorway networks and is close to Bolton railway and bus station.

For more information on our family of schools please visit our website www.efatrust.org

Essa Primary School

We are proud of our pupils, and their achievements. Our key objective is to provide our children with the best opportunity to achieve their potential during their time with us as we help them to develop into independant learners who are able to actively engage and contribute to the ever changing society and wider world.

Essa Academy

At Essa Academy we have a universal belief in our mission 'All Will Succeed', with access to outstanding resources and a strong sense of belonging, ownership and community underpinning our work. Our students and staff are amazing and reflect the ethos of the academy.



THE ROLE

EYFS & Year 1 Lead

Permanent

Main Scale/Upper Pay Scale + TLR2b £5352 + enhancement package of £5000

Essa Primary is seeking to appoint an outstanding and passionate Early Years and Year 1 Leader from April, or if possible, sooner. The successful candidate will be based in Reception whilst holding phase responsibility for Reception and Year 1, offering support and strengthening the Foundation Stage to Key Stage 1 journey.

Essa Primary's newly established senior leadership team, through the vision of the recently appointed principal, are committed to improving standards for all children. As such, they are seeking someone who has the passion, commitment and drive to make a real difference. In return, for a suitable candidate, **we will offer a significant recruitment enhancement package of £5,000 or a partly funded Masters Degree.**

The successful candidate will be a member of the Senior Leadership Team, and will therefore be taking part in significant strategic, long-term decisions for the school.

Essa Primary is part of the EFA Trust and alongside Essa Secondary Academy, forms part of our Essa Campus, offering primary and secondary education for our local community. In recent months, leaders have prioritised areas of the school for refurbishments, including the Reception Unit alongside all Key Stage 1 classrooms and the new Community Hub and School Library.

The successful candidate will:

- Have an excellent understanding of the importance of the development of early reading and writing.
- Have a secure knowledge of the teaching and learning of phonics and strategies to encourage rich language acquisition.
- Be keen to develop and grow leadership skills through the role.
- Be an inspirational teacher with the ability to motivate all children to achieve their best.
- Have high aspirations for all children rooted in the belief that every child has the potential to succeed.
- Have excellent interpersonal and communication skills and be able to work as part of a supportive and enthusiastic team.

We can offer:

- Fantastic professional development and career progression opportunities
- Incredibly polite and well-behaved children
- Recently renovated learning environments
- Strong leadership support and shared vision
- Strong pastoral support through our Inclusion team
- Teachers that are willing to go above and beyond to support children
- A Principal and Leadership team that has a relentless approach to wanting the best for every child
- A supportive environment where people are central to our improvement model.
- An exciting leadership role, which will offer a wide range of exciting opportunities

Prospective candidates are strongly encouraged to visit the school and should make arrangements with Allison O'Connell, PA to the Principal, by emailing allison.oconnell@efatrust.org or calling 01204 201310

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant's appointment will be subject to satisfactory pre-employment clearances including a Disclosure and Barring Service check. Essa Foundation Academies Trust reserve the right to conduct personal online searches as part of due diligence checks once shortlisting has been completed.

Closing date: Tuesday 16th January @ 9am

Shortlisting: Tuesday 16th January 2024

Interviews: Monday 22nd January 2024



JOB DESCRIPTION

Post: EYFS & Year 1 Lead

Responsible to: Principal

Responsible for: EYFS & Year 1 Staff

Terms: Permanent

Hours: 1.0 FTE

Essa Foundation Academies Trust and all its schools and academies are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment

The role:

Key Responsibilities:

- Carrying out the professional duties of a teacher in accordance with academy policies and under the direction of the Principal
- The quality of teaching and learning in the phase
- Overall student outcomes in the Early Years in partnership with the teachers concerned
- Evaluation of relevant assessment information for individuals, groups and cohorts
- Induction and support of new staff
- Ensuring good pastoral care and personal development for children
- Ensuring good behaviour and encouraging good attendance and punctuality
- Presenting information and evaluation reports to the senior leadership team, parents and Local Governing Board, as requested
- Arranging and promoting activities across the phase to foster personal development, commitment and enthusiasm in students
- Liaison with external agencies as required for pupils in the phase
- Performance management of teachers and Teaching Assistants in the phase as required
- Ensuring that phase budgets are deployed effectively and achieve value for money
- To ensure that the curriculum fully meets the needs of all students and is effectively delivered in all respects
- To actively promote the development of PSHE across the school.
- Maintaining a focus on teaching and learning
- Exercising appropriate professional skills and judgement

- Accountability for leading, managing and developing a subject or curriculum area or student development in the phase to
- Working with other relevant teachers in the phase:
- Identify relevant phase improvement issues
- Define and agree appropriate improvement targets
- Co-ordinate CPD needs and opportunities for phase staff
- Evaluate the impact of all improvement activities on the quality of teaching and learning
- Provide the Senior Leadership Team with relevant subject, curriculum area or student performance information
- Have impact on educational progress beyond personally assigned students in the Early Years
- Work with other relevant teachers and staff in the phase:
- Identify appropriate attainment and/or achievement targets
- Monitor pupil standards and achievement against annual targets
- Monitor planning, curriculum coverage and learning outcomes
- Monitor standards of pupil behaviour and application
- Lead evaluation strategies to contribute to overall academy self-evaluation
- Plan and implement strategies where improvement needs are identified
- Ensure that relevant attainment / achievement targets are met
- Leading, developing and enhancing the teaching practice of others
- Work with other relevant teachers and staff in the phase:
- Maintain personal expertise and share this with other teachers
- Act as a role model of good classroom practice for other teachers, modelling effective strategies with them
- Monitor and evaluate standards of teaching, identifying areas for improvement
- Plan and implement strategies to improve teaching where needs are identified
- Induct, support and monitor new staff
- Act as a Performance Management team leader for identified teachers
- Line management responsibility for a number of people:
- Provide quality assurance monitoring and intervention with staff as agreed with the senior leadership team
- Identify staff development needs and co-ordinate these with those responsible for CPD in the academy
- Take initial responsibility for the pastoral care and welfare of all phase staff

Some of these specific accountabilities may be assigned to other TLR post holders in the phase but the Phase Leader remains accountable for their overall achievement.

Customer Care

- To continually review, develop and improve systems, processes and services in support of the Trust’s pursuit of excellence in service delivery. To recognise the value of it’s people as a resource.

Develop oneself and others

- To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan.
- To be ready to share learning with others.

Valuing Diversity

- To accept everyone has a right to his or her distinct identity. To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back to the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

Generic Requirements

- It is a requirement of all posts within the Trust that Health and Safety requirements are upheld in the performance of all duties.
- All employees of the Trust are required to uphold the Equality and Diversity Policy and the Trust’s Code of Conduct.
- All staff will ensure that they are aware of and work within the requirements of all Keeping Children Safe in Education policies, seeking clarity from a member of Senior Leadership if necessary.
- All staff are expected to uphold all EFAT HR related policies.

This job description is subject to change.

Employee Name

Date

Signed.....

PERSON SPECIFICATION

QUALIFICATIONS

- Degree or equivalent in an appropriate subject A level qualifications or equivalent
- Qualified Teacher Status
- Further higher qualifications

EXPERIENCE, KNOWLEDGE AND UNDERSTANDING

- Teaching or teaching practice across a range of age and ability
- Use of a variety of teaching styles and approaches.
- Awareness of the assessment, recording and reporting of children's attainment and its use to further improve learning.
- Experience of reflecting on and improving teaching practice to increase children's achievement.
- Experience of managing, motivating and developing staff.

SKILLS AND ABILITIES

- Up to date knowledge of the EYFS and primary curriculum.
- Knowledge and ability of effective Phonics delivery.
- Understanding of the strategies needed to establish consistently high aspirations and rates of progress.
- A working knowledge of the Teaching Standards.
- Knowledge of strategies that promote a positive climate for learning.
- Excellent classroom teacher.
- Ability to develop appropriate learning resources to support the development of the academy and the trust.
- Effective and systematic behaviour management
- Understands and interprets complex data to drive pupil attainment
- Genuine passion and a belief in the potential of every child
- Promote positive relationships at all levels in order to fulfil the potential of every child
- Good communication, planning and organisational skills
- To work as a team, supporting other staff in developing and sharing good practice
- Ability to effectively manage a team in order to maximise outcomes for all children
- Ability to foster relationships with parents and external agencies

ATTITUDES AND APPROACHES

- Pleasant and friendly manner.
 - Polite and punctual.
 - Reliable.
 - A commitment to working as part of the whole school team and supporting the vision and aims of the school and trust.
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HOW TO APPLY

Please read the information in this pack. If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to Essa Foundation Academies Trust. The application form can be found on the vacancies pages of our Academy websites:

Essa Academy <https://www.essaacademy.org/vacancies>

Essa Primary <http://www.essaprimary.org/current-vacancies>

Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it. **Please ensure that you address your application to: Peter Stewart, Principal, Essa Primary, Lever Edge Lane, Bolton, BL3 3HH. Telephone: 01204 333 222 or E-Mail: hr@efatrust.org**

