

Application Pack

Trust Lead Practitioner EYFS

Easter/Sept 2021

**Aspire Collaborate Succeed**

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## JMAT Leaflet

## Welcome from David Silvester, Chief Executive of JMAT

Dear Candidate

Thank you for expressing an interest in becoming a lead teacher in the JMAT family of schools. This is a unique opportunity to join a highly successful Multi Academy Trust where you will have world-class opportunities to grow and flourish as a future leader.

We are a Trust that raises aspirations across a family of schools united in their ethos and operation. We work collaboratively at all levels of the Trust and not only are we a Trust focused on improving the outcomes for our children but we are also committed to developing and supporting our staff. Highly motivated and developed staff will make a significant difference to achieving our aims and objectives and impacting on the learning and future of our students. We believe in the unlocking of academic and personal potential for all our staff and children and we have a core set of values that are embedded and shape all that we do.

You will have the unique opportunity to drive forward innovation and practitioner research as well as engage top quality continued professional learning. We are looking for highly driven individuals that have a passion for teaching and will focus relentlessly on improving the outcomes and life chances of our children.

We would be delighted to hear from you if you are interested in this exciting opportunity to make a real difference to the children and schools of James Montgomery Academy Trust.

Yours sincerely

David Silvester



About JMAT - History/Background

James Montgomery Academy Trust came into being in 2016, when a cluster of primary schools came together. The Trust was formed to improve the quality of educational provision through driving innovation and practitioner research and the sharing of ideas and best practice amongst its schools. We currently have 14 primary academies and 3 further schools holding conversion orders. These are predominantly in Rotherham, with 2 being in Doncaster.

We are extremely proud of what we have achieved so far, the Trust’s vision is thatthrough collaborative leadership we will continue to grow and provide the highest quality education to enable every pupil to realise their full aspirations.

This is a hugely exciting time for JMAT as we develop further, to embed further strength in teaching and learning leads across the schools.

# Why JMAT is Special

JMAT’s strapline is ‘Aspire, Collaborate, Succeed. Our aim is to strive for excellence in all we do and we want all in the JMAT family to feel proud to be part of a very special and unique movement. Our moral purpose is ‘unlocking the academic and personal potential’ of our children. We want our children to know how to learn, have a love of learning and to achieve the academic outcomes that will open doors for future growth. We place equal emphasis on unlocking children personal potential whereby children have the opportunity to discover their passions and talents, develop as leaders and develop a positive character.

Our growing Trust works collaboratively with external partner organisations to always have an outward stance in seeking improvement and excellence.

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**Job Description**

|  |  |
| --- | --- |
|   |  |
| **Job title:**  | Trust EYFS Lead  |
| **Whole school area of accountability:** **Grade:**  | Teaching and learning responsibility for Two year old provision, nursery, reception  Standard national scale in line with the current *School Teachers’ Pay and Conditions* document plus TLR 2 (£2,873)   |
| **School:**  | Deployed to support a schools across the Trust in block placements.  |
| **Responsible to:**  |  CEO / The Headteacher of School  |
|   |   |

**Main purpose of the job:**

* Take specific responsibility and accountability for the day to day management and organisation of EYFS
* Be an excellent classroom practitioner
* Monitor and drive progress and standards within the Key Stage.
* Line manage and appraise identified staff

### Duties and responsibilities

In addition to carrying out the duties of a class teacher as outlined in the current

*School Teachers’ Pay and Conditions Document*, co-ordinate the development of Early Years and Foundation Stage across the Trust, providing strategic guidance and supporting teaching.

To do other reasonable tasks as laid down in the school Teacher Pay & Conditions document as required from time to time at the discretion of the Head of School and Executive Headteacher.

### Leadership and management

* Support and implement the vision and ethos of the school / trust.
* Contribute to, implement and evaluate the success of School Improvement Plan relevant to EYFS
* Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management
* Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
* Together with SLT, lead on the school self-evaluation process for EYFS including learning walks, lesson observations, book scrutiny, 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 middle leadership team
* Be an effective role model for your team in terms of teaching, behaviour and classroom management
* Liaise with EYFS practitioners in other JMAT settings.

### Teaching and learning responsibility

* Have overall responsibility and accountability for EYFS ensuring curriculum continuity, consistency, balance, match and progression
* Develop JMAT curriculum across settings.
* Lead regular meetings with appropriate colleagues
* Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range.

### Monitoring and assessment

* Together with the senior leadership team (SLT) of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across EYFS
* Monitor standards including recorded work as relevant to EYFS including reviewing long and medium term planning **Manage resources**
* Be responsible for the organisation, planning and evaluation of EYFS.
* Manage, monitor and accurately account for any budget for your area.
* Evaluate, organise and monitor the use of resources **Staff development**
* Act as a reviewer with the arrangements for the appraisal of all identified staff
* Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
* Act as a role model, mentor or coach to colleagues as appropriate and encourage collaboration, co-operation and teamwork
* Ensure your keep up to date with current developments in EYFS and disseminate information as appropriate
* Deliver CPD to colleagues

### Other Duties

This job description is a broad overview of the post. It is not an exhaustive list of all possible duties and it is recognised that jobs change and evolve over time.

Consequently, this is not a contractual document and the post holder will be required to carry out any other duties that are necessary to fulfil the purpose of the job.

This job description will be supported by annual objectives which will list the key tasks, responsibilities and outcomes sought from the post holder in the school year. These will be derived from the School Improvement Plan and other school priorities.

**Person Specification**

**EYFS and KS1 Lead**

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| --- | --- | --- |
| **JOB REQUIREMENTS**  | **Essential**  | **Desirable**  |
| **Qualifications**  |   |   |
| Qualified Teacher Status  |   |   |
| Evidence of further professional development  |   |   |
| Evidence of continuing Professional Development directed towards leadership  |   |   |
|   |   |   |
| **Experience**  |   |   |
| Leadership experience, for example, leading a curriculum area.  |   |   |
| Experience of leading, motivating and developing staff through projects/initiatives  |   |   |
| Experience of working well in partnership with staff, governors, children, parents and the wider community  |   |   |
| A working knowledge of strategies and techniques for raising standards.  |   |   |
| Experience of leading curriculum development through leading a subject/curriculum area.  |   |   |
| Experience of developing excellent provision for all pupils  |   |   |
| Experience of delivering staff training  |   |   |
| Experience of leading and managing teachers and support staff  |   |   |
| Experience of working with other agencies or organisations  |   |   |
|  |   |   |
| **Knowledge and Understanding**  |   |   |
| Knowledge of recent and current developments with the Early Years Foundation Stage and at KS1  |   |   |
| Knowledge of current educational issues  |   |   |
| Excellent understanding of and experience in using assessment data to inform development planning and supporting children  |   |   |
| A clear understanding of how to keep children and all school stakeholders safe.  |   |   |
| Knowledge and experience of curriculum and initiatives  |   |   |
|  |   |   |
| **Skills and Personal qualities**  |   |   |
| Create a stimulating and safe learning environment  |   |   |
| Establish and maintain a purposeful working atmosphere  |   |   |
| Have excellent organisational skills and be able to thrive under pressure  |   |   |
| Evidence of promoting high standards for all children  |   |   |
| Assess and record the progress of pupils’ learning to inform next steps and monitor progress for the phase in the context of the whole school  |   |   |

|  |  |  |
| --- | --- | --- |
| Teach using a wide range of teaching strategies to meet differing learning styles  |   |   |
| Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom  |   |   |
| Use a variety of strategies to maximise achievement for all children including those with special educational needs, disadvantaged children and higher achievers  |   |   |
| Encourage children in developing self-esteem, resilience and respect for others  |   |   |
| Successfully deploy a wide range of effective behaviour management strategies  |   |   |
| Communicate both verbally and in writing to a range of audiences  |   |   |
| Be an excellent team player and passionate  |   |   |
| Promote parental and local community involvement  |   |   |
| Further your own professional skills, knowledge and abilities  |   |   |
| Enthusiasm to share practice across the Trust  |   |   |
| Promote and actively safeguard the welfare of children and young people and adults within the school context  |   |   |
| Be cheerful with a good sense of humour  |   |   |
| A genuine love for the job and for children  |   |   |
| Confident about presenting to Governing Bodies, staff and other stakeholders  |   |   |
| Experience of School improvement planning  |   |   |
| Experience of evaluating teaching through * Assessment and data
* Work scrutinies
* observations
 |   |   |

# The Application Process

Applicants are asked to complete all the standard information required on the Trust application form.

The closing date for applications is **22nd Feb** **2021, at noon**

Interviews will take place **25th / 26th Feb 2021**

Discussions can be held with the CEO on 07722001584.

*JMAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to enhanced DBS.*

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