

**Recruitment Pack**  
**Foundation Stage Leader**  
**January 2022**



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## Mission Statement

### EVERY CHILD, EVERY CHANCE, EVERY DAY

Children within our Trust will always be our main priority, with personalised learning as our starting point, making the challenges of 'Helping Children Achieve More' a reality.

Every child will have the opportunities to expand their horizons, and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

The amount of time children spend in education is finite. We have a responsibility to ensure every moment a child is in an Exceed Learning Partnership School, must be spent productively.

Once wasted, it is gone forever and cannot be given back

## Our Vision

*At Exceed Learning Partnership our vision is to equip young people with the knowledge, skills and mind-set to thrive and then take on the world!*

We will achieve our vision by every child developing:

- a greater understanding of themselves as a learner
- recognise what their strengths are
- how they can share their strengths with others
- understand what steps they need to undertake for their continual learning journey

Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

At Exceed Learning Partnership we believe in social justice through exceptional schools, creating and sustaining the best schools in which to learn and work by pursuing social justice for all. All our academies are inclusive schools. They seek out and respond to the views of pupils and the wider community. At certain times, there may be difficulties in lives outside of the academy that may cause barriers to learning, including challenges to well-being. Our academies will foster a culture of support, working with a range of agencies to ensure that everyone can reach their full-potential.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of the Exceed Learning Partnership will be a learning curriculum which builds the characteristics of Learning across all schools within the trust. This will focus on our learning philosophy skills:

**Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.**

Our Values

**INSPIRE** - Embodied in the Trust motto, "Every Child, Every Chance, Every Day", all members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!

**INCLUDE** - At Exceed Learning partnership we are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.

**INTEGRITY** - We respect the individuality of our academies and their communities and always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.

**EXCEED** - Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

We will achieve our Ambition by ensuring:

- Excellence in learning where our pupils are enabled to be creative thinkers and turn their ideas into actions;
- A diverse, inspirational curriculum, with exciting enrichment and leadership opportunities;
- The development of skills and networks for the future, including for the world of work;
- Our Learning curriculum and values are interleaved through all our priorities in order to develop life-long skills which develop our pupils into responsible, confident and successful members of our communities and wider society;
- Creative, resourceful staff facilitating challenging and stimulating learning, where career progression is mapped and supported;
- High standards of governance, with financial security and effective leadership and management with strong support services to enable our academies to focus on achieving excellent outcomes.

## POWER TO CREATE

### Outstanding Professionals:

- Winning teams of Governors, leaders, staff and other stakeholders who are forward thinking, highly skilled, open, hardworking and determined to enable success for others;

### Innovative Systems Enabling Creative Schools

- Innovative and sustainable schools that are creative, vibrant, safe, compliant, financially healthy, well resourced and exceptionally well governed and led

### Strong Partnership and Communities

- Working closely with our local communities and parents to secure the best outcomes and opportunities for our learners. Creating a network of partnerships across all our academies, our local area and across the country which are powerful in supporting the development of all

## WHICH ENABLES...

### EXCEPTIONAL LEARNERS

Learners who are highly successful with attributes, skills and qualifications for a fulfilling life. They have a high quality school experience and enjoy an abundance of opportunities.



## About our Academies



Edlington Victoria Academy and Hill Top Academy are both large primary academies in the village of Edlington, Doncaster, for pupils of nursery age through to Year 6. Edlington Victoria has 258 pupils on roll, and was judged as 'good' during its last Ofsted inspection in January 2020. Hill Top was judged 'outstanding' in November 2011. It is a National Support School and the CEO is a National Leader of Education. Hill Top currently has 398 pupils on roll.

Carr Lodge Academy in Balby, a newly-built school in 2015, will offer 420 places to primary pupils and secured a 'good' judgement in January 2019.

Exceed Learning Partnership has recently welcomed Sandringham Primary School to our Trust; a large primary in Intake with 455 pupils on roll. This academy has a 'good' inspection judgement, secured in June 2018.

Hatfield Sheep Dip Lane Primary joined the Trust in April 2020. It currently has 276 pupils and serves the Hatfield/Dunville community. It currently has a judgement of 'requires improvement.' in its last inspection. All our pupils come from a range of social and cultural backgrounds and the academies have a very strong community ethos which influences all aspects of academy life.

The academies have dedicated senior leaders who support the work of the CEO / Executive Principal in leading and managing improvement, under the guidance of a dedicated Board of Directors and Local Governing Boards. The academies also have a large number of support staff to enhance learning opportunities, including HLTAs and experienced Teaching Assistants. The academies are fully committed to the inclusion of all pupils and to providing the pupils with the most exciting and inspiring learning opportunities in order to raise standards and meet the core offer of extended services.



Letter from the Principal – Emily Clark

Dear Applicant

Thank you for your interest in the position of Foundation Stage Leader at Edlington Victoria Academy.

At Edlington Victoria Academy we strive to appoint highly motivated individuals who can take the Academy forward and deliver our vision and ethos. We value every pupil's wellbeing and aim to give every pupil an opportunity to reach their potential, with the help of a very dedicated team of staff, governors, parents and pupils.

This is an exciting opportunity for the successful applicant to use their skills and individuality and support us in our continuing journey of improvement. In July 2016 and Jan 2020 the academy, previously Edlington Victoria Primary, was judged to be 'good' by OFSTED in both reviews. Some of the strengths noted were:

- The executive principal has been an inspirational force, setting out a clear vision for how successful the school can be. As a result of her excellent leadership, substantial improvements have been made since the time of the last section 5 inspection and standards have improved at every key stage.
- The head of school has kept a relentless focus on changing the school for the benefit of pupils, ensuring rapid improvement in the quality of teaching and in pupils' attitudes to learning.
- Trustees and governors speak passionately about improving this school. Leaders share their determination to make sure that all pupils get a good education. Their hard work is paying off. Year 6 pupils achieved results in 2019 that were above the national average. The government noticed how much the school has improved. Government officials wrote to leaders to congratulate them.
- As a result of good teaching, almost all pupils are now making expected progress and many make accelerated progress.
- Leaders realise that pupils' happiness and welfare are just as important as results. They have appointed extra staff to make sure that pupils are safe. Pupils know that all adults in school care about them. Adults are gentle when they speak to pupils

Following on from the OFSTED inspection we feel that there are still lots of great things that we would like to consolidate and implement to ensure that our pupils truly achieve their potential. We would like to appoint someone who has the same vision and drive for our pupils and can add positively to what we already have in place.

I hope this will inspire you to apply for this unique opportunity and I look forward to receiving your application. Once again thank you for your interest in the position.



Emily Clark  
Principal

# Job Description and Person Specification

## Foundation Stage Leader



# JOB DESCRIPTION

Exceed Learning Partnership is a multi-academy sponsor, specialising in the development of Innovative Education which sets high standards and gives pupils access to opportunities through excellent teaching and inspirational leadership. ELP academies are at the heart of their communities and community learning, and work with local authorities, employers and high-performing educational institutions.

<b>Job Title:</b>	<b>Foundation Stage Leader</b>
<b>Grade:</b>	<b>MPS/UPS + TLR2b (£25,714 - £41,604)</b>
<b>Academies:</b>	<b>Edlington Victoria Academy</b>
<b>Responsible to:</b>	<b>Principal, Vice Principal &amp; Governors</b>

**Job Purpose:**

The post-holder will be expected to manage their own performance and development within a Subject Area/Whole School Development Area and foundation stage of the academy, encouraging all staff in the same areas to do the same by sharing a commitment to improvement.

The post-holder will be expected to provide professional Strategic leadership and management of a Subject Area and foundation stage of the academy.

To lead foundation stage, as deployed by the Principal, in order to inspire, support and hold accountable a team of teachers and teaching assistants, to ensure high standards of teaching and learning and the well-being of staff and pupils.

To make a substantial contribution to academy self-evaluation and school improvement planning, as a member of the Senior Leadership Team, leading and holding accountable a team of subject leaders, to develop leadership skills and ensure rigorous academy improvement.

The post-holder will be required to exercise their professional skills and judgement to carry out the professional duties set out below in a collaborative manner and in line with the School Teacher's Pay & Conditions Document & National Teachers Standards, Upper Threshold Standards and Career Stage Expectations as set out in the School's Pay Policy and Performance Appraisal Policy.

### **Making an impact on the educational progress of pupils beyond those directly assigned:**

- Encourage pupils' motivation and enthusiasm, securing positive attitudes to learning and high standards of behaviour in a Subject Area and across EYFS. (Early Years Foundation Stage)
- Monitor, evaluate and review pupils' progress, achievement and attainment across a Subject Area and EYFS and ensure appropriate action plans are in place where issues are identified.
- Monitor, evaluate and review the quality of learning and teaching in a Subject Area and across EYFS in accordance with school policy.
- Challenge underperformance of learning and teaching in a Subject Area and across EYFS by promoting a high challenge high support culture.
- Support curriculum leaders in the development and implementation of curricular and cross curricular initiatives.
- Support teachers, SENCo, Gifted and Talented co-ordinator and to promote inclusive teaching methods.
- Support the pastoral care of pupils in the phase.
- In conjunction with the educational visits co-ordinator, oversee the organisation of educational visits and curriculum enrichment activities within the phase.
- Liaise closely with other phase leaders to ensure continuity and progression across the key stages.

### **Leading, Developing and Enhancing the teaching practice of others**

- Have a detailed professional knowledge of a Subject/Curriculum Area including an understanding of the knowledge, progression and development of the subject across the academy.
- Be accountable for the work of teachers and support staff in a Curriculum/Subject Area and those assigned to the EYFS.
- Monitor, evaluate and review the quality of learning and teaching in a Curriculum/Subject Area and across EYFS and share judgments with teaching and support staff as appropriate.
- Develop and improve subject knowledge and pedagogy.
- Ensure the promotion of methods that enable all pupils to learn effectively, including using ICT & Home Learning.
- Enable colleagues to challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding of a Curriculum/Subject Area within the EYFS.
- Take responsibility for the induction of new staff in the phase.
- Identify key professional development needs and ensure that these needs are addressed through the provision of high quality coaching and mentoring.
- Contribute to continuing professional development (CPD) activities with particular reference to EYFS/subject issues.
- Disseminate examples of effective planning and practice of a Curriculum/Subject across the academy.
- Disseminate examples of 'good practice' in learning and teaching across EYFS.

### **Strategic Leadership and Accountability**

- To play a significant role in forming and achieving the academy's aims and ethos, demonstrating a commitment to these in their daily practice and the decisions they make.
- Actively support the aims and ethos of the academy as a member of the Senior Leadership Team.
- Attend Academy Improvement Planning Days and develop strategic plans which identify main priorities within the Curriculum/subject area and the EYFS.
- Co-ordinate strategies to achieve identified Academy Improvement Plan priorities evaluate and report on the effectiveness and make suggestions for further improvement.
- To provide regular progress updates to the Senior Leadership Team to ensure that they are fully aware of all successes, issues and priorities within the EYFS & Curriculum/Subject Area.
- Be a Member of the Curriculum, Inclusion & Standards Team within the school structure.
- Attend and play an active part in weekly Senior Leadership Team meetings.
- Develop links and liaise with governors, the local authority and the wider school community.

- To support school self evaluation by assisting in the implementation of the school’s monitoring cycle and by contributing to the writing of the self-evaluation form, including reporting annually on EYFS pupil performance data, in order to identify: trends and factors affecting pupil progress, priorities for improvement and potential actions to be taken.
- Lead professional development in the identified areas through example.
- Be accountable for a curriculum budget directly linked to the subject/ area in line with relevant targets and with school policy.

### Foundation Stage Leader

#### Core Purpose:

- Ensure that standards of attainment and progress are strong in the EYFS
- To support, develop and coach teaching and learning across EYFS so that the academy has a consistently good or better teaching
- To lead and co-ordinate assessment across EYFS , maximizing pupil and parental engagement
- To support day to day leadership in academy, particularly in the EYFS
- Establish good relationships, encourage good working practices and support.
- To work with the teachers within EYFS to agree pupil targets, holding regular pupil progress meetings to track progress towards achieving these, advising on a wide range of teaching strategies, to ensure that all pupils are challenged and achieve their highest potential.
- Oversee aspects of the EYFS organisation and management, including preparing agendas, chairing EYFS meetings, Concerts & Events, Managing Behaviour & Speaking with Parents.
- Organise Induction events to welcome parents & pupils into the EYFS.
- Support and motivate all staff.
- Act as a Performance Appraisal Team leader in accordance with the school’s policies and procedures.
- To ensure consistency in the application of the school’s policies and procedures, including those relating to inclusion and behaviour.
- To play a critical role in the life of the school, promoting parental engagement and acting as a role model to other members of staff.
- To carry out the Health & safety requirements for all areas of EYFS and lead policy development in these areas.

#### Personal Qualities

##### Self-Awareness.

- Has emotional insight.
- Solicits honest critiques
- Has presence

##### Relationship Management.

- Acts as a mentor
- Stimulate enthusiasm and inspire others.
- Champions change
- Develops behind the scenes support
- Addresses conflict
- Builds bonds.

##### Self-Management.

- Stays composed and positive
- Acts on values
- Handles unexpected demands
- Anticipates obstacles
- Initiates action for the future
- Learns from set backs

##### Social Awareness.

- Sees others’ perspectives
- Understands underlying issues.
- Matches whole school practice to pupil needs.

### Exemplification of Terms and Expectations:

#### **Performance Appraisal**

- Performance appraisal assessment will be based on the responsibilities listed above and judgements will be made against these as part of the schools performance appraisal cycle. In addition, the following standards, in conjunction with the school's exemplification of these standards, will be considered where there is an application to progress through the threshold and onto UPS2 and UPS3:

#### **Knowledge and Understanding**

- demonstrate a thorough and up-to-date knowledge of the teaching of your subject and take account of wider curriculum developments which are relevant to your work

#### **Teaching and Assessment**

- demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs
- demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management and, at UPS2 level: *with the majority of your lessons at least "good" in OfSTED terms.*
- demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback

#### **and at UPS3 level:**

- **Make a distinctive contribution to raising pupil standards**

#### **Pupil progress**

- demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good or better (at UPS2 level "*better*" ) than similar pupils nationally. (This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.)

#### **Wider Professional Effectiveness**

- take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning
- make an active contribution to the policies and aspirations of the school
- and at UPS2 level: *seek to share your expertise with colleagues*

#### **and at UPS3 level:**

- **Take advantage of appropriate opportunities for professional development and**
- **Use professional development effectively to improve pupils' learning**
- **Contribute effectively to the work of the wider team**
- **Play a critical role in the life of the school**

#### **Professional Characteristics**

- demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:
  - inspiring trust and confidence,
  - building team commitment,
  - engaging and motivating pupils,
  - analytical thinking,
  - taking positive action to improve the quality of pupils' learning.

#### **and at UPS3 level:**

- **Provide a role model for teaching and learning**

#### **Safeguarding Procedures:**

It is the responsibility all members of staff to follow the correct safeguarding procedures in academy.

1. All staff have a duty to attend child protection training every three years
2. All staff have a duty to read and follow the safeguarding policies in school

All staff have a duty to report any concerns about a child or potential breach of safeguarding procedures by an adult to the designated person for Child Protection which is the Pastoral and Intervention Manager.

**Health & Safety**

1. Be trained in procedures for Health & Safety & First Aid. Pediatric First Aid
2. To administer first-aid as agreed in the procedures within the Policy

To Be trained in Procedures for Safeguarding & Child Protection and ensure that the procedures are applied in all aspects of the role.

**Equal Opportunities**

1. To ensure that all pupils are respected and treated equally at all times
2. Being aware of cultural differences between pupils, dealing with any incidents of racism or sexism in accordance with agreed procedures.

This job description may be amended at any time following discussion between the Principal and member of staff, and will be reviewed annually.

Principal .....Date:.....

Post Holder.....Date:.....

**This post will be subject to an enhanced disclosure from the Criminal Records Bureau.**

## Person Specification

This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

Description	Shortlisting
<b>Professional Qualifications</b>	
1. Qualified Teacher Status	E
2. First Degree or Equivalent	E
3. Evidence of further professional development	E
<b>Knowledge &amp; Understanding</b>	
4. Substantial primary teaching experience	E
5. Experience of whole-school curriculum management leading to school improvement	E
6. Excellent classroom practitioner	E
7. A strong commitment to inclusion with high expectations for all learners	E
8. Highly successful experience of leading and managing whole school developments within EFYS phase regarding teaching & learning and raising standards of attainment and achievement within EYFS.	E
9. Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement	E
10. Good understanding and use of assessment, including target setting and tracking	E
11. Understanding of effective techniques and policies for behaviour management	E
12. Knowledge and experience of up to date developments in IT and E-Learning for teaching and management purposes	E
13. A good understanding of the requirements of transition between key stages	D
<b>Leadership and Management</b>	
14. Senior leadership and management experience	E
15. A good understanding of whole school issues	E
16. Experience of planning for change, development and improvement within phase	E
17. The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community	E
18. Ability to set & meet challenging targets, for pupils and to enable others to do this	E
19. Ability to analyse, prioritise and meet deadlines	E
20. Experience of conducting staff induction, mentoring and performance management	E
21. Experience of whole school self-review and evaluation within EFYS area	E
22. Knowledge of the role of Governors	D
23. Able to demonstrate leadership qualities and people management skills	E
24. Able to motivate, promote good relationships and effectively communicate with all stakeholders	E
25. Experience of having led whole school initiatives	E
26. Commitment to supporting community/external agencies involvement in school	E
27. Commitment to safeguarding and promoting the welfare of children	E
<b>Personal Qualities</b>	
28. Creative, enthusiastic and proactive, keen to embrace new ideas and challenges	E
29. Approachable, caring and empathetic	E
30. Works well as part of a team	E
31. Flexible, listens and is prepared to seek advice and support	E
32. Demonstrates a concern for the pastoral & spiritual welfare of all in the school	E
33. Committed to continuing professional development for self and others	E
34. Committed to active parental involvement	E
35. Able to deal sensitively with people and resolve conflict	E
36. Commitment to making learning fun	E