

**EYFS Teacher Application Pack**

**Letter from Catherine Paine, Chief Executive**

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Catherine Paine**

**Chief Executive, REAch2 Academy Trust**



# Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The role – EYFS Teacher @ Tymberwood Academy

Tymberwood Academy is a vibrant, inclusive and child centred 2 form entry school situated close to Bluewater Shopping Centre.   We are a member of the REAch2 Trust, a national family of primary academies committed to raising standards and achieving excellence for all pupils.

 We are seeking to appoint a good Early Years Teacher from 1st September 2023

You will:-

* be an integral part of our journey to sustain our ofsted good rating
* make learning irresistible, effective and inclusive
* be excited about ongoing professional development
* actively contribute to the wider life of the school
* maintain a dynamic and inspiring school environment
* have excellent interpersonal skills and be able to work well as part of a team

We can offer

* A dedicated, motivated teaching team
* An active school community with supportive parents
* A commitment to professional development
* A vibrant and welcoming learning environment
* Excellent training at all levels through Tymberwood Academy and REAch2

We welcome applications from Teachers that are currently on the Main Scale and who are high quality practitioners, who flourish with a challenge and believe they have the attributes necessary to support the highest possible aspirations for its pupils. We also welcome applications from good ECT’s.We encourage you to visit us, a warm welcome awaits you.

Tymberwood Academy is committed to safeguarding and promoting the welfare of children; the successful candidate will be subject to the relevant recruitment checks and an enhanced DBS clearance

At Tymberwood Academy, we offer not just a teaching position but an environment that will challenge you, support you and celebrate you on your teaching journey as a lifelong learner. If you believe that you have the attributes necessary to help establish and shape our school please contact the Head Teacher, Sarah Kelley-Day, (via the main office on 01474 361193), for an informal discussion where a warm welcome awaits you.

The application

You are invited to submit an application form to Carol Kerr, School Business Manager – [Carol.Kerr@tymberwoodacademy.org.uk](mailto:Carol.Kerr@tymberwoodacademy.org.uk)

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact the School Office on 01474 361193.

## The application process and timetable

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| **Application deadline:** | Friday, 30th June 2023 @ Midday |
| **School visits:** | Upon request |
| **Interviews:** | tbc |
| **Contract details:** | Carol.Kerr@tymberwoodacademy.org.uk |
| **Salary:** | MPS |
| **Start date:** | September 2023 |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers’ Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school’s articles of government.

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

**A. Strategic direction and development of National Curriculum provision in the school –** with the support of, and under the direction of the head and deputy head teacher to:-

* Contribute to a positive ethos in which **all pupils** have access to a broad, balanced and relevant curriculum;
* Analyse and interpret relevant school, local and national data relating to their own class and advise the head teacher on the level of resources required to maximise achievement;
* Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision within their class;
* Consider the views of both pupils and parents and to respond appropriately

**B. Teaching and learning – to:**

* Develop an environment and teaching practice which secures effective learning across Early Years and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline;
* Support the identification of, and provision for pupils with additional Educational needs;
* Regularly monitor progress of pupils within their class which is then reflected in teaching plans,
* Provide a role model for teaching and learning
* Ensure setting of realistic and challenging expectations for pupils in their class
* Liaise effectively with staff to ensure the successful transition of pupils through the school
* Contribute fully to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole;
* Undertake appropriate continuous professional development in order to develop their teaching expertise and use the outcomes effectively to improve pupils’ learning

### **C.** **Relationships with staff – to:-**

* Achieve constructive working relationships with all staff
* Direct, organise and manage the work of support staff within the classroom,
* Provide regular information to senior staff on class progress;

D. Effective deployment of staff and resources – to:

* Maintain and develop class resources, co-ordinate their deployment and monitor their effectiveness in meeting the class objectives;

1. **General**. – **to:**

* Promote equal opportunities within the school and to seek to ensure the implementation of the school’s equal opportunities policy.
* Take on any additional responsibilities which might, from time to time, be determined.

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| Person Specification  **MINIMUM ESSENTIAL REQUIREMENTS**    **Professional Values and Practice**   * Effective communication skills to develop the partnership with pupils, parents/carers and colleagues; * Awareness of the school environment, including links with the local community; * Commitment to pupil’s learning; * Awareness of the professional values and behaviour expected of teachers; * Commitment to professional development using targets agreed during induction.   **Knowledge and Understanding**   * Secure knowledge of the the National Curriculum; * Secure knowledge of the Foundation Stage; * Experience of using ICT effectively both in curriculum planning and teaching; * Understanding of your responsibilities under the SEN Code of Practice; * Knowledge and experience of developing a purposeful learning environment; * Respect for pupils’ social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning. |

**Planning, Expectations and Targets**

* Knowledge and experience of applying a framework of curriculum planning which:

- Includes long and short term plans,

- Requires learning objectives to be identified for classes, groups and individuals,

- Enables monitoring, assessment and recording of pupils’ progress.

* Understanding the role of other professionals in maximizing pupils’ learning.

**Teaching and Class Management**

* Organisational and time management skills to enable effective teaching of whole class, groups and individual pupils;
* Knowledge and experience of interactive teaching methods and collaborative group work, which enable pupils to take responsibility for their own learning;
* Experience of enabling pupils with different learning needs and of varying abilities (including EAL) to maximise their learning through provision of differentiated activities;
* Awareness of equality issues, including maximizing opportunities to explore and promote equality and raise awareness of diversity through teaching and learning;
* Using a range of strategies to promote good behaviour and to inappropriate behaviour within. school policies.

**Experience/Qualifications**

* To have completed DFES recognized initial teacher training course leading to Qualified Teacher Status;