*![REAch2-Final-Logo[1]]()*

Civitas Academy

Recruitment Information Pack

 Early Years Lead Teacher

Recruitment: September 2021

Introduction and Safer Recruitment

Civitas Academy is a brand new school, situated in the centre of Reading. It has classes up to Y6 for the first time in 2021.

Civitas Academy is part of REAch2’s Cluster 9 (Reading), joining Green Park Village Primary Academy (another new academy), The Palmer Academy and Ranikhet Academy.

**We are looking to appoint an Early Years Lead from September 2021.**

We are looking to recruit a team of committed and motivated individuals, with values and attitudes, which align with the REAch2 Touchstones.

**Civitas Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974.**

**An Enhanced DBS disclosure will be sought through the Criminal Records Bureau as part of the Academy’s pre-employment checks.**

**Satisfactory written references will be sought post shortlisting and ahead of a selection process.**

About REAch2

**Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust**

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 has academies based all across England and includes schools at various 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.

Teachers 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.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust

**Background on REAch2**

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, 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. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

**Our Regions and Clusters**

Schools in REAch2 are placed in ten Clusters in two regions. Civitas Academy is in the South region and is in Cluster 9.

**Our cornerstones and touchstones**

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. 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.

The touchstones are:

* **Learning**: children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
* **Leadership**: we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
* **Enjoyment**: 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 will release in children their natural curiosity, fun and determination.
* **Inspiration**: inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
* **Inclusion**: we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
* **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements.
* **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

**You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org**

**The application process and timetable**

**Closing date for applications** – **Monday 7th June 2021 at noon.**

  **Applications will be considered upon submission and Interviews will follow shortly afterwards for shortlisted candidates.**

**Visits to the School** – Visits to the school may be possible outside teaching hours. Please email the School business Manager (email address below) to see if this could be arranged whilst adhering to Government guidelines for COVID-19.

**The application**

You are invited to submit an application form, which is attached. Please submit to Emma Lelliott, School Business Manager at: **finance@civitasacademy.co.uk**

Civitas Academy and REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the online Equal Opportunities Monitoring form separately with their application.

Prospective candidates are encouraged to contact Sal Ducker, Executive Headteacher, for an informal discussion prior to applying. She can be contacted via the school office (0118 467 6720).

**Application Pack:**

* REAch2 application form – from school website
* Job Description - follows
* Person Specification - follows
* Equal Opportunities Monitoring Form –see link below

*Please note that CVs will not be accepted*

**We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**This post is subject to an enhanced DBS check and receipt of satisfactory references.**

**Link to online Equalities and Diversity Monitoring Form**

<https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u>

**Job Description**

**Post: Early Years Lead Teacher**

**Salary: Main Pay Scale/Upper Pay Scale + TLR**

Responsible to: **Executive Headteacher**

**Job purpose:** To lead a year phase with regard to planning, delivery, assessment and organisational detail to create the best possible learning environment and to enable all children to achieve the highest standards possible.

**REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.**

**Key Responsibility Areas**

**The Main Duties and Responsibilities of the post are:**

This job is to be performed in accordance with the School Teachers’ Pay and Conditions Document.

**Achievement:**

* To ensure that all pupils make good progress from their starting points and close the achievement gap for any underperforming groups of pupils
* To ensure that all pupils aspire towards national age-related expectations or above
* To monitor the implementation of policies, guidelines and schemes of work in conjunction with the Executive Headteacher, Head of School and SLT
* To develop and maintain communication with parents/carers with regard to the Early Years year group

**Year Group Leader Duties:**

* Lead the planning, evaluation and moderation meetings to ensure consistency of approach across the year phase
* Support staff across the year group by modelling good planning, classroom practice, record keeping and profiling procedures
* To monitor the quality of teaching and learning across the year group
* To act as a mentor for new teachers and support the induction of new staff in Early Years Foundation Stage
* Collect and analyse assessment data for Early Years Foundation Stage
* Play an active role in the formulation and implementation of the School Development Plan in relation to Early Years Foundation Stage
* Keep abreast of current thinking and developments through attending courses and reading. Disseminate to all staff these ideas and information gained
* To be an active member of the leadership team, attending such meetings as are necessary

**Teaching:**

* To be a motivated, enthusiastic quality teacher.
* To deliver the school’s curriculum, including new educational initiatives, and use a wide range of teaching styles which take into account the diverse demands of children’s learning thereby supporting the ethos of the school.
* To plan according to the school’s policy, work which addresses the wide range abilities and enables all pupils to achieve their full potential.
* To acknowledge and identify children’s needs in accordance to the school’s SEN policy
* To mark, record and assess pupil’s work in accordance with the relevant school’s policies.
* To keep records of achievement in accordance with the school’s policies.
* To support the Headship Team in all areas of agreed school policy and practice.
* To communicate to SLT any areas of concern.

**Other Expectations**

* To create a stimulating and well-organised environment in which all children develop academically, emotionally, physically and socially.
* To develop a wide range of pupil’s skills and encourage independence.
* To provide opportunities for pupils to present their work in a variety of ways.
* To create an atmosphere that encourages care and concern for others and their environment, whilst promoting self-confidence, self-esteem and self-control. To uphold high standards of discipline and show consistency in dealing with children’s behaviour, whilst understanding the needs of the individual. To be responsible for the discipline of all children in the school as needs arise and act according to the school’s Behaviour Policy.
* To gather evidence and write records of and reports on the personal and social needs of pupils.
* To meet with and consult with parents of pupils regularly.
* To liaise with external agencies.
* To maintain confidentiality where appropriate.
* To be aware of, and follow the school’s Safeguarding policy and procedures

# Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.

* To participate in self-evaluation and performance management.
* Be responsible for the ordering of resources for the area and the organisation of books and equipment in the area
* To be concerned with the general welfare of the children and report any concerns of safeguarding children to the designated person.
* To participate in the supervision of students in training when required.
* To undertake any other duties as directed by the Executive Headteacher

**This job description will be informed by the Pay and Conditions document and will be reviewed annually.**

**DISCLOSURE AND BARRING SERVICE**

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of REAch2’s pre-employment checks. Please note that additional information referring to the Disclosure and barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Evidence** |
| Qualifications | Qualified Teacher Status (QTS) | Evidence of further CPDFirst aid training | Application Form |
| Experience | Proven ability as a classroom teacher with at least 3 years experience Ability to build relationships and experience of leading/supporting colleaguesProven experience of managing change including curriculum and classroom organisationProven experience of planning assessment and classroom management | Proven record of successful subject leadershipExperience in supporting children with EAL and SEN  | Application Form |
| Professional Knowledge, Skills and Understanding | Knowledge & understanding of EYFSInclusion and best practice for engaging all learnersHigh expectations related to appropriate rates of pupil progress and attainmentWhat constitutes successful and appropriate relationships with childrenBasic child protection practiceEffective organisational skillsAbility to build supportive relationships with parents and carers.Ability to deal positively with challenging behaviour | An understanding of the new Ofsted framework and descriptors | Application FormInterview |
| Curriculum | National curriculum, relevant programmes of study and assessment strategiesSound ICT skillsKnowledge of Assessment & moderation in EYFS | Experience of working with a successful integrated curriculum | Application FormInterview |
| Professional Values | High expectationsLearning should be engaging and inspiringDeveloping positive learning behavioursCommitment to the personal welfare and safeguarding of childrenEvidence of a commitment to excellence and maximising of academic & personal achievements for all pupils | Support for enriched curriculum through out of hours learning and educational visits | Application FormInterview |

|  |  |  |  |
| --- | --- | --- | --- |
| Personal Qualities | Displays sensitivity in dealing with childrenOpen minded, self-evaluative and adaptable to changeWillingness to be involved in the wider life of the schoolAbility to prioritiseGood interpersonal and communication skillsA willingness to learn and the will to continue to strive for excellenceEvidence of the skills and abilities required to advise teachers in their planning for their areas of responsibilityEvidence & knowledge and understanding of effective record keeping and its use in developing all children within the school | Demonstrate a commitment to environmentally-friendly and sustainable work practicesBrings personal interest and enthusiasms to the school communityAspirational and driven to be a leader. | Application FormInterviewReference |

**Civitas Academy recognises that all individuals have fundamental human rights and therefore adopts a rights based approach to equality. We shall develop practices that promote the right for everyone to participate in all aspects of life within school by promoting initiatives that remove barriers to participation and by actively promoting equality and social inclusion.**

**We recognise that prejudice and inequality of opportunity exist within life and we commit ourselves to challenging and redressing these injustices by applying equal opportunity within school.**