



*Loving all, like Jesus, we flourish together*

## **EYFS and Key Stage 1 Leader Application Pack**

# EYFS and Key Stage 1 Leader

Dear Applicant,

Thank you for your interest in the post of EYFS and Key Stage 1 Leader. I hope that the information included in this pack will help inform your application.

Due to the current post-holder successfully moving into Deputy Headship, we are now looking for a highly motivated leader or aspiring leader who will have excellent impact upon all members of our school community, but particularly across EYFS and KS1. First and foremost, we are looking to appoint an outstanding teacher with excellent inter-personal skills who is committed to getting the best out of others in order to get only the best for our children.

Standards of attainment and behaviour at our school are good at our one-form entry Primary School, and we are now ready to move on to the next stage of our journey. We are therefore looking for an enthusiastic leader with a 'can-do attitude' who can join our supportive team and help to make our mission slogan even more of a reality for the children at St Gregory's. Staff well-being is a strength of our school, as is our 'caring ethos'. We feel our recent Ofsted report is a fair reflection of our school: <https://reports.ofsted.gov.uk/provider/21/119609>

As the post-holder will take on extra leadership responsibilities, this role comes with a Teaching and Learning Responsibility (TLR) payment attached – to be negotiated dependent on experience or areas identified for the successful candidate to oversee.

Visits to the school are encouraged, please ring the school office (01772 795415) to book in. Please also visit the school website to get an even better 'flavour' for our school. (<https://www.stgregorysps.co.uk/>)

I hope this information will encourage you to submit an application. Applications can be submitted via email to: [hsaleh@st-gregorys-rc.lancs.sch.uk](mailto:hsaleh@st-gregorys-rc.lancs.sch.uk)

The closing date for applications is **Thursday 16<sup>th</sup> May 2024, 12 noon**.  
Short-listing will take place on **Friday 17<sup>th</sup> May 2024**.  
Observations and interviews will take place on **Thursday 23<sup>rd</sup> May 2024**.  
Starting date: **Monday 2<sup>nd</sup> September 2024**.

Yours sincerely,

Matthew Quigley

(Headteacher)

Requirements	Essential (E) or Desirable (D)	To be identified by: Application form (AF) Interview (I) References (R) Observation (O)
<p><b><u>Application</u></b></p> <p>Fully completed application form</p> <p>Well considered and relevant supporting letter</p> <p>Professional references should provide a strong level of support for skills, knowledge and attributes referred to below.</p>	<p>E</p> <p>E</p> <p>E</p>	<p>AF</p> <p>AF</p> <p>R</p>
<p><b><u>Training and Qualifications</u></b></p> <p>QTS</p> <p>Experience of teaching EYFS and/or Key Stage 1</p> <p>Experience of leading subjects or teams</p> <p>Relevant leadership training, e.g. The Catholic Middle Leadership Programme</p>	<p>E</p> <p>E</p> <p>E</p> <p>D</p>	<p>AF</p> <p>AF</p> <p>AF/I/R</p> <p>AF/I</p>
<p><b><u>Professional Knowledge and Understanding</u></b></p> <p>An extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential</p> <p>An extensive knowledge and well-informed understanding of the assessment requirements and arrangements for subjects/curriculum areas/key stages they teach or lead, including those related to end of phase assessments</p> <p>A more developed knowledge and understanding of their subjects/curriculum areas/key stages and related pedagogy, including how learning progresses within them.</p> <p>Sufficient depth of knowledge and experience to be able to give advice on the development and well-being of young people.</p> <p>A comprehensive understanding of the systems and processes involved in identifying and catering for children with special needs.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>	<p>AF/I/R/O</p> <p>AF/I/R/O</p> <p>AF/I/R/O</p> <p>AF/I/R</p> <p>AF/I/R/O</p>

<p><b><u>Skills and Attributes</u></b></p> <p>Be flexible, creative and adept at designing learning sequences within lessons, and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge</p> <p>Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.</p> <p>Promote collaboration and work effectively as a team member and leader</p> <p>Contribute to the professional development of colleagues through coaching and mentoring, delivering relevant CPD , demonstrating effective practice and providing advice and feedback.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AF/I/R/O</p> <p>AF/I/R/O</p> <p>AF/I/R</p> <p>AF/I/R</p>
<p><b><u>Leadership and Management</u></b></p> <p>To have the knowledge, personal skills and expertise to effectively oversee EYFS and KS1, leading by example and ensuring best outcomes for all across all areas</p> <p>Experience of successfully leading a subject area or team</p> <p>To bring innovative ideas and ways of working to St Gregory's, particularly in relation to EYFS and KS1</p>	<p>E</p> <p>E</p> <p>E</p>	<p>AF/I/R</p> <p>AF/I/R</p> <p>AF/I/R</p>
<p><b><u>Personal Attributes</u></b></p> <p>Self-motivated</p> <p>Well-organised</p> <p>Flexible, good humoured and approachable</p> <p>High expectations of self and others</p> <p>Ability to work as part of and also lead a team</p> <p>Committed to promoting the Catholic vision of the school</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AF/I/R</p> <p>AF/I/R</p> <p>AF/I/R</p> <p>AF/I/R</p> <p>AF/I/R</p> <p>AF/I</p>

<b><u>Other</u></b>		
Commitment to safeguarding and protecting the welfare of children and young people	E	I
Commitment to equality and diversity	E	I
Commitment to health and safety	E	I
Commitment to regular attendance at work	E	I/R
Commitment to life and work of the school including after school activities	E	I
Committed to promoting a positive ethos and culture	E	I

## EYFS and KS1 Leader Job Description

<b>Post Title:</b>	<b>EYFS/Key Stage 1 Leader</b>
<b>Salary Grade:</b>	<b>Upper Pay Scale</b>

<b>Accountable to:</b>	The Headteacher
<b>Staff responsible for:</b>	All staff across EYFS and KS1: teachers; support staff; student teachers; work experience volunteers and parent helpers.

### **Core Purpose:**

As a member of the Senior Leadership Team you are expected to lead by example and contribute significantly to the areas of responsibility agreed with the Headteacher, particularly in relation to EYFS and Key Stage 1, as well as being proactive in ensuring all members of the school community contribute towards living out our Mission Statement (to be found on the school website).

### **Areas of responsibility and key tasks:**

*The post-holder is expected to evidence the following, and help lead others towards similar:*

#### **Leadership and Management**

The knowledge, personal skills and expertise to effectively oversee EYFS and KS1, leading by example and ensuring best outcomes for all across all areas

High standards of collaboration and team-working across EYFS and KS1

Making a significant contribution to determining the future direction of the school, bringing innovative ideas and ways of working to St Gregory's, particularly in relation to EYFS and KS1

Being a good role model for others with a positive, constructive attitude, who embodies the Mission Statement of the school, supporting the Headteacher in the agreed vision for the community of St Gregory's

#### **Professional Knowledge and Understanding**

An extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential

A thorough understanding of the assessment requirements and arrangements for subjects/curriculum areas/key stages they teach and lead, including those related to end of phase assessments

A more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy, including how learning progresses within them.

Sufficient depth of knowledge and experience to be able to give advice on the development and well-being of young people.

## **Skills and Attributes**

Be flexible, creative and adept at designing learning sequences within lessons, and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge

Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Promote collaboration and work effectively as a team member and leader

Contribute to the professional development of colleagues through coaching and mentoring, delivering relevant CPD, demonstrating effective practice and providing advice and feedback.

## **Other professional requirements to:**

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the school.
- Establish effective working relationships and set a good example through professional conduct.
- Have a commitment to inclusion and endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Have a commitment to engaging learning experiences – including through outdoor learning, real life learning and creative experiences.
- Contribute to the corporate life of the school through effective participation in meetings and management systems such as school development planning.
- Take responsibility for personal professional development, including active participation in performance management / appraisal.
- Liaise effectively with all stakeholders.
- Determine resource needs of class and key stage in consultation with subject leaders.
- Develop aspects of citizenship issues including British Values and the school values.
- Consider life/work balance issues, and seek support and advice through the school, the authority and union if appropriate and lead others towards similar
- Take on any additional responsibilities which might from time to time be determined through mutual discussion.

## **Equal Opportunities:**

We are committed to equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work. As a school, we will ensure that the policy is properly applied.

## **Health and Safety:**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

## **Safeguarding Commitment:**

St Gregory's is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff are subject to an initial and updated DBS, an induction period and the new guidance on disqualification by association.