

EASTBURY COMMUNITY SCHOOL

APPOINTMENT OF TLR 2B Head of EYFS Primary Phase

September 2019 Start

Date of advert: TES 01.04.19

Date of visit: TES 26.04.19 at 14:00
(Please note visit does not influence shortlisting decisions)

Closing Date: 30.04.19 @ 09:00

Short listing: 01.05.19

Interviews: 09.05.19

EASTBURY COMMUNITY SCHOOL
Barking, Essex IG11 9UW

EYFS PHASE LEADER
Required September 2019
TLR 2B (MPG/UPS + £4486 with full Inner London Allowance)
Roll 1800 (rising to 2240 in 2020)

This is an excellent opportunity for an inspirational and experienced teacher, to develop their leadership experience as part of forward thinking primary team in a recently opened all through 3-19 community school. The school was judged good with an outstanding sixth form in July 2018.

We are at the heart of an ethnically diverse community in London East, an area undergoing significant regeneration and the building of affordable homes. Everyone is proud of what we are achieving in creating an inclusive, supportive, happy 3-19 all through school on a brand new campus.

The school is located less than 10 minutes' walk from Barking tube and mainline station (25 minutes from Liverpool Street station) and is easily accessible by road.

We foster a collaborative culture where talented individuals are empowered to produce their best work in brand new purpose built accommodation. All our staff and pupils are highly valued.

We are seeking a well-qualified and ambitious professional to lead the Early Years Foundation Stage and bring to life a vision that can inspire and motivate children and staff. Our new EYFS Phase Leader will be motivated to make a difference to the life chances of young people and help the school to move to overall outstanding. The post would suit a team player who is committed to the happiness, well-being, self-esteem and progress of everyone at the school.

We have the highest expectations of everyone and can offer

- Highly aspirational pupils who are eager to learn, and very supportive parents
- A highly supportive school in which teaching, learning and care are the key priorities
- A suitable time allowance to fulfil this key role in the school
- Career development and coaching (leadership training)
- Access to the LBBB affordable quality housing scheme
- Visit and tour of school prior to final application

Please contact Karen Dunnell kdunnell@eastbury.bardaglea.org.uk or telephone 0208 507 4518 for an appointment to visit (on Friday 26th April at 14:00) and / or discuss the role with the Executive Head teacher and Head of Primary Phase. (Please note a visit does not influence shortlisting decisions).

For full details of the school, post and an application form please visit the school website www.eastbury.bardaglea.org.uk and return the application form to the Executive Headteacher's PA, Karen Dunnell kdunnell@eastbury.bardaglea.org.uk. The closing date for applications is 30th April 2019. Shortlisting will take place on 1st May 2019 and interviews will be held on 9th May 2019.

Eastbury School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks including enhanced DBS checks. **CVs are not acceptable and will not be considered.**

April 2019

Dear Colleague and prospective Applicant

APPOINTMENT OF EYFS LEADER

Thank you for requesting details about the EYFS Leader post in our school. I am delighted that you are interested in working at Eastbury Community School (ECS) Primary Phase at such an exciting time in the school's development. We pride ourselves in creating a positive, calm and purposeful ethos, where teachers can teach and pupils can learn, in a caring and supportive environment.

In September 2015, we became Eastbury Community School, a 3-19 'All Through' school. In the Primary Phase, 'Values Education' is integral to our learning and teaching. You will help to lead and develop the school ethos of values-led behaviour with a focus on academic excellence in our young children from the very start. Everyone is proud of what we are achieving in creating an inclusive, supportive, happy 3-19 all through school on a brand new campus.

Above all, we are seeking an inspirational educator with the potential to be an exceptional leader who is willing to take ownership, make things happen and prepared to be accountable. The self-motivation and resilience to ensure the highest standards of care, achievement and attainment for all our young people in Key Stage 2 is essential.

We believe that for this goal to be realised for the pupils it has to start with the adults and so we are committed to ensuring that our staff have access to wide range of continuing professional development opportunities. We are all learners at Eastbury. Staff and pupil wellbeing is of the utmost importance to us and we are constantly seeking ways to reduce workload and ensure there is a good work-life balance for all members of our team. We are proud that our pupils and staff are friendly, welcoming and supportive of one another.

We are pleased to receive applications from talented and adaptable practitioners from across the full spectrum of primary roles.

Eastbury Community School – State of the Nation April 2019

ECS is currently undergoing significant change, which is creating many career opportunities. In September 2015 we became a 3-19 All through school and in September 2016 our primary pupils moved into their own self-contained purpose built accommodation, we currently have pupils in our nursery, reception, year 1, 2 and 3. Our new secondary building opened in January 2017 providing 36 'state of the art' classrooms and 14 science laboratories. Our new buildings have been extremely well received by pupils, staff and the community. By September 2019 our extensive campus will be complete and provide a valuable resource for the community.

ECS is an exciting, challenging and rewarding place to work. We are a growing in both number (two-form entry in our primary phase and ten- form entry in the secondary phase) and in reputation. We are situated in the heart of Barking, less than ten minutes from the Tube and Rail station, in the London Borough of Barking and Dagenham. It is an area steeped in local history that is also in the process of rapid change due to an ambitious local regeneration programme.

The school is a large, well-ordered and diverse community, which enjoys an excellent local and national reputation. We strive to be at the forefront of educational improvement and we have been featured in the Independent on Sunday www.independent.co.uk Our success is founded on the traditional values of academic excellence, self-discipline, responsibility and respect for others.

ECS is a caring and kind school that gets the very best for and from its children. A friendly, supportive, diverse and welcoming environment nurtures local children from varied and sometimes challenging

backgrounds to achieve their full potential academically and socially. We are especially proud of the fact that we won the Kindest School in the UK in 2015.

The school has worked imaginatively with the Education Funding Agency and local authority to provide a new school building that is genuinely amongst the best. We are looking for an experienced leader who can make the most of this fantastic opportunity. We need someone who will not only bring best practice and knowledge to the school but also passion, energy and resilience to help lead the whole school community to exploit the new classrooms to their full potential, whilst still maintaining the friendly and family school ethos that has continued as the school has expanded over the last few years.

Developing as a Leader at Eastbury Community School

We feel we are the ideal place to gain the valuable experience needed to develop your leadership career in Primary Education. Many of our staff gain promotion both internally and externally, which reflects the high expectations we have of all our staff, and the excellent standard of support that is offered to all. Eastbury Community School always seek to employ talented and inspirational individuals who will ensure the highest standards of academic achievement and pastoral care for all our pupils. In return, we provide a rich experience and the professional development needed for further promotions.

Key initial responsibilities are outlined in the job description.

This is a key role in the continued development and success of Eastbury Community School Primary Phase. The Sixth Form at Eastbury was judged as outstanding and overall good, by OFSTED in July 2018. We believe we have continued to improve and are on the cusp of becoming outstanding. Our exceptional trajectory of improvement and outstanding progress support this judgment.

The Primary Leadership Team in 2019/2020 will be made up of the Head of Primary Phase, Deputy Head of Primary Phase, Head of EYFS, Head of Key Stage 1, Head of Key Stage 2 and SENCO; more leadership roles will be added as the Primary Phase grows.

Successful leaders at Eastbury Community are:

- Driven and passionate about both academic success and personal development and well-being, and therefore able to make a real difference to the life chances of our pupils.
- Exceptionally talented teachers and leaders with proven track records of success.
- Able to contribute to the development of our vision and have the drive and perseverance to deliver it.
- Team players who are highly organised, yet flexible, with excellent interpersonal and communication skills, who are visible and remain calm under pressure.
- Able to motivate and inspire teams of dedicated professionals and happy learners; and use a common sense approach to implementing current educational developments and statutory obligations.
- Able to evaluate and report data effectively
- Resilient, ambitious and dynamic with aspirations for Headship

We are looking for EYFS Leader who will:

- Bring to life a curriculum through a creative, personalised approach to children's learning
- Have an understanding of administering statutory EYFS assessments.
- Be interested in pedagogy and research to create outstanding learning opportunities for all children
- Have an excellent understanding of the EYFS curriculum.
- Develop the outdoor environment that enables children to lay the foundations to become life-long learners.

- Have the ability to lead, motivate develop and coach or mentor staff.
- Bring alive the curriculum through inspirational learning and a creative approach that will lead to outstanding outcomes.

Key Priorities for this role and the school over the next 12-24 months

- Leadership and support of teachers in EYFS, establishing good relationships and encouraging effective collaborative working practices.
- Further development of Teaching, Learning and Assessment in EYFS utilising the latest research
- Review and further Development of the EYFS Curriculum as part of a coherent 3-19 Curriculum.
- Review and development of Assessment in EYFS as a tool for promoting progress
- Focus all staff on ensuring all children continue to make at least good progress and many outstanding progress
- Make a significant contribution to ECS on its journey to outstanding.

Highly ambitious leadership at all levels at Eastbury have become more established and effective, providing both support and rigorous challenge to all, in recent years. Leadership success at Eastbury has been brought about by a relentless focus on Teaching, Learning & Assessment and distributing leadership across the school. This is underpinned by improving quality assurance systems for key tasks, line and performance management and the meeting structure is driving up standards. Governors provide support and challenge, and ensure the school fulfills its statutory responsibilities. Together, leaders, managers and the governing body have an accurate understanding of our strengths and weaknesses, and use this picture to produce effective action plans. In short, this concerted action by all working as a team has had impact with both provision and achievement improving.

Becoming a valuable part of our team

All members of the team are expected to be visible and have a strong presence around the school. All actively contribute to strategic leadership and the smooth day-to-day running of the school, ensuring:

- A positive ethos in the school continues to flourish, through the writing and implementation of the school development plan to enable further improvement in student learning and achievement.
- Appropriate policies, procedures and processes are further developed to secure a staff and student 'learning culture', keeping the curriculum, teaching, assessment and reporting under continuous review.
- Appraisal (Performance Management) and Quality Assurance procedures are used to secure improved learning and development for the school community.
- Efficient and effective use is made of staff, accommodation and resources to provide good value for money.
- Effective collaboration with primary and secondary schools, the local community and its agencies ensuring children and young people, aspire, learn, achieve and thrive.

National and Local Recognition for ECS

The outstanding work that our staff pride themselves on was recognised by the TES when we were shortlisted for TES School of the Year in 2014 and in a letter from David Laws MP congratulating us on being in the top 100 schools for sustained improvement. The school has won the prestigious TES English and Literacy Award for three consecutive years (2013, 2014 & 2015), was shortlisted for two awards, Mathematics and Science, in 2017 and won the 'Kindest School' of the year award in 2015.

In July 2018 OFSTED graded ECS to be a 'Good' school with our 6th form reaching an 'Outstanding' judgement, with progress at A level rating Eastbury Community amongst the top 10 in London. The summer saw our Phonics screening scores exceed National levels with a 91% pass rate. Sixth form achieving the best ECS results ever, becoming the best in the borough and progress scores placing ECS in the top 5% nationally, The GCSE results, although at first sight appear a little down on last year, demonstrate the best progress score (P8) the school has ever seen and places ECS in the top 17%.

Our record-breaking number of higher grades in 2018 with a strong Progress 8 figure, and current student progress data, demonstrates clearly that the school is improving the life chances of our pupils and provides the evidence that we are will become outstanding in the near future. Eastbury Community School is part of a successful 6th form consortium arrangement with four other local secondary schools. This potentially will cater for the educational needs of over 1000 pupils studying a diverse range of academic and vocational courses. In 2018 we had increasing numbers of pupils achieving top grades in the sixth form (with an average grade of B- and placing us in the top 25% of providers). Consequently a record number of 6th form pupils progressed to Russell group universities, including Cambridge, and many secured Modern Apprenticeships. We are on track for excellent sixth form results this year and hoping to exceed last year's record result of 50% of students being offered places by Russell group universities.

Our aim is to create a genuine learning community in which all pupils are challenged and stimulated, cared for and supported. If you are an enthusiastic and dedicated professional who shares this commitment and are inspired to apply for the post, we would be pleased to receive your application.

Why do parents and carers choose Eastbury?

Many parents choose Eastbury because they feel that each child in our care is offered a broad and balanced curriculum and can be assured of support and encouragement to attain their full potential. We see our school as a family: caring, supportive and well-ordered, with a commitment to everyone achieving their best. We challenge our pupils to achieve ambitious goals and to never settle for second best.

If you feel you could contribute to this ethos and enhance it further, please apply.

A person specification and job description is provided for the role, however full responsibilities will be negotiated on appointment to reflect the qualities, strengths and career aspirations of the successful candidate.

We invite you to visit our website www.eastburyschool.co.uk to find out more detailed information about our school.

The school is located within easy walking distance of Barking tube and mainline station and has good links to the A13, A127, A406 and M11.

We very much look forward to meeting you.

Our children, staff and governors look forward to meeting you so please come and visit us so that we can tell you more about the school and show you around the new buildings.

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You will be able to find out why our mission statement is “Getting the best from and for all our learners” is fast becoming a reality. (Please note the visit does not influence shortlisting decisions, we understand that not all applicants will be able to visit).

We look forward to receiving your application.

Please complete the relevant documentation clearly indicating how your knowledge, skills and recent experience with clear examples of impact (in the past two years) make you an ideal candidate to be successful Leader at Eastbury.

Yours sincerely

A handwritten signature in black ink that reads "David Dickson." The signature is written in a cursive style with a period at the end.

DAVID DICKSON
Executive Headteacher

HEAD OF EYFS PRIMARY PHASE TLR 2B

Job Description, January 2019

<p>Role</p>	<p>Head of EYFS Primary Phase (MPG + TLR2B Inner London)</p> <p>The Head of EYFS will be part of Primary Leadership Team of Eastbury Community School and is expected to keep up to date with both the educational research and statutory obligations relevant to the post. Please note roles and duties rotate at ECS in order to promote succession planning and the development of future leaders of education.</p>
<p>Context</p>	<ul style="list-style-type: none"> • Eastbury Community School (ECS) is an All-through school for pupils aged 3 -19 in the London Borough of Barking & Dagenham (LBBD). • The Primary Leadership Team plays a key role in the strategic development of the school, and have operational responsibilities for the smooth day-to-day running of the primary school under the direction of the Head of the Primary Phase (HOP). • The Head of EYFS will be the leading professional for EYFS in the primary team supporting the Head of Primary (HOP) in ensuring that all pupils have the best possible care, have access to a broad and balanced curriculum and achieve the highest standards, in line with the ethos of Eastbury Community School (ECS) in EYFS • The role provides many responsibilities, accountabilities, and expectations, which will rotate over time, thereby providing excellent experience and development in preparation for further leadership promotion to Assistant / Deputy Headship.
<p>Job Purpose</p>	<ol style="list-style-type: none"> a. To act a key member of the Primary Leadership Team (PLT) supporting the Head of Primary Phase in inspiring and empowering others, whilst maintaining a high standard of personal integrity and professional conduct (including the leading of relevant meetings to the post). b. To provide strategic leadership which secures success and continuous improvement in areas delegated by the HOP, ensuring high quality education for all EYFS pupils and the highest standards of learning and achievement in accordance with statutory requirements. c. To be the lead professional for the development of the EYFS Curriculum ensuring full coherence with 3 – 19 curriculum d. To make a significant contribution to the development and implementation of the Eastbury vision and ethos. e. To make a significant contribution to raising standards of pupil attainment and achievement in the areas line managed. f. To support the Head of Primary Phase in the smooth running of the school on a daily basis, being visible and having a strong presence around the school supporting both pupils, parents / carers and staff. g. To make a significant contribution to running the school efficiently, effectively and in compliance with statutory and regulatory frameworks (establishing, developing and ensuring implementation of delegated policies through which our aims and objectives will be achieved)

Accountable to:	Head of Primary Phase – line manager
Responsible for:	Supervision of staff as directed by Head of Primary Phase
Accountabilities	<p>2. Policy/Strategic direction and Curriculum development</p> <ul style="list-style-type: none"> a. Assist the Head of the Primary Phase in translating the whole school vision into agreed objectives within the Primary Phase EYFS (to include the formulation and implementation of the Primary Phase Development Plan). b. Assist the Head of the Primary Phase in monitoring, evaluation and review (contributing to the Primary Self-Evaluation Statement and Governors reports as required). c. Development of the EYFS Curriculum which will meet statutory obligations and be coherent with the overall 3-19 Curriculum. d. Development of the EYFS Assessment strategy which will meet statutory obligations and be coherent with the overall 3-19 Curriculum. e. Assist the HOP in maintaining a regular review of EYFS Curriculum (to ensure coherence and progression) and other school policies and action plans to ensure that policy and planning take account of ECS 's developing needs and are appropriate to the full range of pupils' needs. <p>3. Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> a. To work as a EYFS teacher, in accordance with the Teachers' Pay and Conditions document. b. Model excellent practice in the classroom (with a teaching commitment of approximately 80%) c. Be the lead professional in establishing creative and effective approaches to teaching, learning and assessment. d. Be the lead professional for Curriculum development (EYFS in the first instance), to ensure that all pupils have access to an exciting, innovative and relevant age/phase curriculum, (in consultation with the Head of Primary Phase and the Senior Leadership team 3-19). e. Be instrumental in developing and raising/maintaining high standards for all pupils in EYFS f. Take a lead role in the monitoring of teaching, learning and assessment, giving feedback and subsequent follow up, as required g. Take part in the smooth running of the extra-curricular programmes and effective liaison with staff and parents. <p>4. Ensuring pupil progress</p> <ul style="list-style-type: none"> a. Support the Head of the Primary in demanding ambitious standards and progress for EYFS pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes in the areas line managed. b. Contribute to establishing, implementing and maintaining rigorous and transparent systems for the assessment of pupils and tracking their progress in EYFS. c. Use relevant assessment information to analyse EYFS pupil data and use it to set targets for improvements and attainment across the phase.

	<ul style="list-style-type: none"> d. Ensure all statutory requirements for assessment in the primary phase EYFS are met (in collaboration with the Head of the Primary Phase) e. Hold staff line managed to account for their professional conduct and practice. <p>5. Leadership and Management of self and others</p> <ul style="list-style-type: none"> a. Assist the Head of the Primary Phase in the daily operational management of ECS Primary building b. Take a lead role in staff performance review of EYFS staff and their professional development which deliver intended and agreed outcomes. c. Help maintain a culture of collaboration and high expectation. d. Assist in the selection process of new staff for the Primary Phase to ensure that high standards of teaching and learning are maintained. <p>6. Training & development of self and others</p> <ul style="list-style-type: none"> a. Maintain a culture of high expectations for self and others. b. As a lead professional, regularly review own practice, set personal objectives and take responsibility for own continuous professional development. c. Assist the Head of the Primary Phase in identifying individual staff and primary phase training needs, including induction of NQTs, and arranging for them to be met, and / or be involved the delivery. <p>7. Communications, Marketing and External Links</p> <ul style="list-style-type: none"> a. Assist the Head of the Primary Phase to develop amongst staff an outward perspective and personal commitment to promotion of ECS locally and nationally. b. Support effective communication links between staff, parents / carers, pupils and the wider community. <p>8. Management of resources</p> <ul style="list-style-type: none"> a. Contribute to the daily staff cover and duty rotas, including teaching assistants. b. Assist the Head of the Primary Phase in identifying future resourcing needs and aspirations for EYFS for consideration in ECS budget planning process. <p>9. Supporting the work of the ECS in the community</p> <p>Develop strong, positive relationships with ECS colleagues in both the primary and secondary phases, contribute to collaborative work across LBBB Schools and support other staff in participating in ECS work in order to share best practice.</p>
<p>General requirements</p>	<p>All school staff are expected to:</p> <ul style="list-style-type: none"> a. Engage actively in the performance review / Appraisal process. b. Adhere and contribute to the development of and actively promote ECS policies. c. Undertake other reasonable duties related to the job purpose required from time to time. <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p>

	<p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>
Review and Amendment	<p>This job description should be seen as enabling rather than restrictive and will be subject to regular review.</p>

Person Specification

Head of Key Stage 2 TLR 2B (Primary Phase)

We are seeking to appoint a colleague who:	Assessment: A = Application IT = Interview task I = Interview R = Reference
1. Is a highly successful EYFS classroom practitioner, with an excellent knowledge and understanding of outstanding teaching, learning and assessment strategies across the age and ability range in the primary phase, who can inspire others to achieve the same high standards and lead by example (especially in EYFS and Year 1)	1. A,IT,I,R
2. Has a clear vision for, and understanding of, education in a diverse inner city school; with the drive and perseverance to continue to improve standards across the whole school.	2. A,I,R
3. Has the potential to become a successful middle leader in ECS	3. A,I,R
4. Has a collegiate approach and can both work in a team and lead teams, acting as a positive role model who promotes productive relationships with all stakeholders and engenders team spirit.	4. IT,I,R
5. Has excellent interpersonal and communication (written and oral) skills with an ability to present to a variety of audiences within and beyond the school	5. IT,R
6. Has the potential to develop Appraisal / Performance Management skills; recognising and valuing high performance and successfully tackling underperformance	6. I,R
7. Has high expectations of pupils' behaviour and can support colleagues to establish the same high standards of discipline	7. A,IT,I,R
8. Has the ability / potential to evaluate and report EYFS profile data effectively and to use it to both support and challenge teachers at all levels.	8. A,I,R
9. Has a good working knowledge of safeguarding procedures	9. A,I,R
10. Has the ambition, ability and desire to seek further promotion	10. A,I,R
11. Has optimism and resilience appropriate to the demands of the role with a good sense of humour	11. A,I,R