

Cramlington Village Primary School



'Empowering everyone to achieve'

Candidate Information Pack 2020

Early Years Coordinator

Dear applicant,

This is a great opportunity to appoint an aspirational, creative early-years coordinator who can inspire our early-years children and staff. The successful candidate will be ambitious for our children, as well as for themselves, and will have strong experience as an exemplary practitioner. We are looking for someone who, firstly, aligns with our ethos, as well as having a passion and drive for child-centred learning.

Our EYFS provision has effective systems in place, and from lower starting points our children do very well, achieving national expectations by the end of their Reception year, as shown by moderated EYFSP results.

It's an exciting time, as we are one of only two successful applications in Northumberland to increase our early-years capacity with a real focus on speaking and listening. In the summer of 2020 we are due to take receipt of an early-years storytelling modular unit.

We are passionate about mutually respectful relationships between everyone in our school. We offer a strong emphasis on teaching basic literacy and numeracy skills in an authentically accessible way, that is interactive and fun.

Our staff team is welcoming, supportive, knowledgeable and wholly committed to giving every child the very best. They recently told us what works well for their wellbeing in school (January 2020) citing the following advantages to being at CVPS: a whole school emphasis on the importance of PPA and management time to drive forward key aspects of our roles; 2pm finish-time for pupils on Fridays; REAL planning release days every term, when we spend time in our teams on an away-day, completing medium-term planning; a fantastic school wellbeing insurance programme which includes free physiotherapy, GP video and phone assessments, weight management support, counselling support, and in some cases free private healthcare; a whole school approach to communications with families; well focused staff meeting times; staff pilates sessions after school; innovative term-times allowing two week breaks every half term; a revised marking policy to reduce marking; reduced data harvests annually; supportive adaptations to whole-school procedures that ease staff time such as a whole-school medium term planning template; social events that celebrate school successes, such as an annual staff awards event. We are exceptionally proud of our staff and have worked closely to protect their well-being. Parents speak very highly of our staff at every level.

Cramlington Village Primary is a one-form-entry school, with a 26-place (morning-only) nursery which opened in January 2016 and which we will be looking to grow in the future. We have strong funding streams with a well-managed budget that provides termly learning expeditions, and a well-resourced environment. We have a trained Thrive practitioner and the school delivers a strong focus on developing emotional well-being and a holistic way of addressing our varied pupil needs. We also have access to some strong specialist subject support and a dedicated outdoor learning specialist within the staff team. Our teaching teams have been trained and staff praise the training programmes they receive from our school. There are regular forest school sessions for every child across school, every classroom being able to directly access the outdoors. Our children love the outdoors!

Our vision is for our early years to evidence aspects of creativity seen in the Reggio approach, with an abundance of outdoor opportunities, and for it to continue as a welcoming space that supports children and their families to learn and grow at their best, promoting independence and creativity in learning, that develops a love of learning.

Our leadership team includes myself as principal, two vice-principals, one of whom is a non class-based SENDCo, a lead practitioner for teaching and learning, a part-time KS1 coordinator, and part-time forest school coordinator. You would be joining the middle leadership team as early years coordinator with regular management release time. Our school was last inspected in September 2018 as 'good' and the report also highlighted outstanding aspects of 'inspirational' teaching and exceptional relationships with parents. With significant year-on-year gains in EYFSP, phonics screener results and SATS we are showing rapid progress towards becoming outstanding with pockets of outstanding practice already highly evident.



Staff Christmas show 2019

Our behaviour and behaviour for learning throughout school is now outstanding with a profile of 45% SEND and 35% pupil premium. Some classes are over 50% pupil premium entitlement.

However we don't do what we do to satisfy Ofsted, we come to school to serve the sometimes very complex needs of our children. We know them, care for them and teach them to be good people, as well as to achieve well academically. They are kind, thoughtful, considerate individuals, who notice the things that you do for them, and who seek to please you in return by offering their best efforts. They are the glue that holds the school together, the reason we get up to come in on cold frosty mornings, because we truly feel we make a difference to them.

We are passionate about mutually respectful relationships between everyone in our school. We offer a strong emphasis on teaching basic literacy and numeracy skills in an authentically accessible way, that is interactive and fun.

We access high-quality training input and opportunities to work collaboratively with other like-minded schools and have also linked with the North Tyneside Learning Trust for training. We buy into training from North Tyneside and Gateshead's school improvement teams and we also source training from other popular high-quality networks including current and past Ofsted inspectors and strong academy providers.

You can find out more about our school and its distinctive ethos on our website: villageprimary.org

I look forward to receiving your application, but more importantly if you can arrange to come in to look around the school we would really like you to visit. This would help prospective candidates to get a feel for it, to see the children and meet the wonderful staff team, before developing an application.

Debbie Wylie
Principal



Early Years Coordinator

Job Description



Main purpose

The early-years coordinator will play a pivotal role in supporting our children's transition into school life, as you will create and refine our current transition systems, and introduce the children to school routines and learning. They will be inspired by your consistently strong teaching.

Aligned to our holistic values, every class teacher at CVPS supports the children as individuals to be able to become autonomous, confident learners who take pride in themselves, their class, their school and their community. "Your children melt my heart!" was one teacher's feedback from Robinwood activity centre. Behaviour and behaviour for learning at our school is outstanding (using Ofsted criteria) as a result of highly positive relationships throughout the school that start from the very beginning. Our distinctive curriculum allows all age groups in school to have weekly forest school sessions, as well as regular cooking, swimming, PE and music delivered through our music specialist. We keep a small number of farm animals such as pigs and chickens, which have offered a host of learning experiences. Our half-termly learning expeditions allow pupils to broaden their knowledge of the community in which they live, alongside the development of their vocabulary. Our children come from disadvantaged groups, and as a school we believe we have high levels of SEND as a result of excellent identification – we know our children really well.

Our vision is that your role as early-years coordinator will ultimately be a beacon of excellence, teaching to a very diverse profile of children. Within the framework of the school's pedagogy, you will be given freedom to grow and develop the practices across the early years classes, impacting positively on children's enjoyment of learning as well as academic outcomes. You will ideally be comfortable with other teachers in our school and from further afield coming to learn from your teaching. You will be happy to innovate with new ideas and understand the value of key research outcomes from organisations like the Education Endowment Fund, and the Sutton Trust.

You will work closely with the other early years staff leading, empowering and inspiring them to be creative reflective practitioners.

Professional Responsibilities:

- To plan work for the class in accordance with school curriculum policies and in co-operation with subject and year-group leaders, to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
- To teach clearly-structured lessons/sequences of work which interest and motivate children in which:
- Pupils' learning needs/abilities are taken into account
- Learning objectives are clearly shared with pupils
- Interactive whole class/collaborative group-work strategies are used





The Early Years Coordinator job description includes:

- To set challenging learning and teaching objectives for whole-class, groups or individuals, relevant to and based on teacher knowledge of learners.
- To ensure a close match between the learning experience offered, and
- Learning needs and abilities
- Past and present attainment
- Expected standards for relevant age phase
- Range/content of work relevant to the age phase, so as to give each child an opportunity to achieve the maximum of his/her capability
- To use this information to inform future planning and teaching. To make appropriate educational provision for children with SEND and those learning EAL, with support from the Special Education Needs Coordinator.
- To establish a clear framework for classroom discipline in line with school policy and strategies for recognising, encouraging and rewarding good behaviour, promoting self-management and independence and to safeguard health and safety.
- Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience.
- To provide children with opportunities to manage their own learning and become independent learners, optimising the use of IT on a daily basis.
- To establish a purposeful learning environment where pupils feel secure and confident; where diversity is valued; and where there are opportunities to maximise teaching.
- To foster each child's self-image and esteem and establish relationships which are based on mutual respect.
- To maintain an attractive, stimulating and well-organized classroom, that will be effective as a 'third teacher' in stimulating children's independent learning, arranging resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to be responsible for their own learning.
- To give immediate, constructive feedback which supports pupil learning, to enable pupil reflection and self evaluation leading to improved learning.
- To mark and assess pupils' work, using a range of monitoring and assessment strategies, including oral and written reports and references, evaluating pupil progress toward the planned learning objectives, recording these assessments for pupils, their parents/carers and for school monitoring purposes.
- To line manage the early-years staff team
- To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.
- To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in everyday classroom organisation and practice.
- To promote good practice during school mealtimes, by supervising meals, eating alongside the children, role modelling and promoting mannerly behaviour while facilitating children to learn about foods and healthy eating.



Partnership working

- To initiate and promote excellent partnerships with parents that will encourage parents to actively participate in their children's learning at home and at school, promoting the use of IT systems.
- To communicate and consult with both parents/carers and outside agencies as necessary about children's progress and attainment.
- To liaise with support staff, both school-based and from other external bodies as required.
- To work closely with line managers and provide them with the information they need to monitor and evaluate teaching and learning in the class.
- To take responsibility for the management of other adults in the classroom, ensuring they are appropriately deployed, fully informed and involved in planning and supporting learning.
- To participate in relevant meetings/professional development opportunities that promote improvements to learning and teaching strategies.
- Work as a team member and identify opportunities for working collaboratively with colleagues both in the school team and wider multi-agency teams in sharing and developing effective joint working practices.
- Cover for absent colleagues within the remit of the School Teachers' Pay and Conditions document.

Performance Management

- To take part in regular performance management in line with the school Performance Management Regulations.
- To keep up-to-date with current educational thinking/best practice through self-directed reading, courses and in-service training identified by the school or as an outcome of performance management.
- To regularly reflect on the effectiveness of your teaching and assessment procedures and their impact on pupil's progress, attainment and wellbeing, refining approaches when necessary.
- Act upon feedback and advice and be open to coaching and mentoring.
- To take part fully in the corporate life of the school.
- To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.
- To fulfil the Conditions of Employment for Teachers as listed in the current School Teachers Pay and Conditions Document.



Subject coordination

- To be responsible for a curriculum subject area as agreed with the Principal as detailed below:
- Promote the teaching of the agreed subject throughout the school, according to the requirements of the National Curriculum, schemes of work and any other new initiatives from the Department for Education. In early-years, this would most likely ensure that you link the overarching aspects of the EYFS curriculum (and the new EYFS curriculum when it becomes statutory) to those subject areas that start in Y1.
- In conjunction with the Principal or other staff, be responsible for the implementation and management of the school's policy for the agreed subject area.
- Review the policy and adapt it as appropriate.
- Monitor teaching and learning in the subject and analyse and evaluate findings.
- Write and implement an action plan to develop teaching and learning in the subject taking into account any school priorities and local or national developments.
- Monitor standards and ensure achievement and attainment in the subject is appropriate with national benchmarks as a minimum.
- Liaise with advisors and other agencies to keep up-to-date with developments, provide for good transition and ensure good practice in teaching and subject management.
- Report termly on developments within the subject and progress towards the action plan.
- Develop a scheme of work for the subject suitable to the needs of the primary school-age range.
- Take responsibility for maintaining and evaluating all material resources with a system of easy accessibility. To consult colleagues and be responsible for ordering resources within an agreed budget in full consultation with the Principal.
- Offer support and advice to colleagues.
- Organise training for staff in conjunction with the CPD co-ordinator based on an audit of needs and monitoring and evaluation activities.

Post Threshold Expectations

- Have teaching skills that lead to learners achieving well relative to their prior attainment, making progress at least as good as, or better than, similar learners nationally.
- Provide a role model for teaching and learning.
- Make a substantial and sustained contribution to the work of the wider school and school team.

ORGANISATION

The Post holder will contribute to the school's objectives by:

- Enactment of Health and Safety requirements and initiatives as directed.
- Ensuring compliance with Data Protection legislation, GDPR and Acceptable Use IT policies.
- At all times operating within the school's Equal Opportunities framework.
- Commitment and contribution to improving standards for pupils as appropriate.
- Working within agreed school initiatives to promote improvement.
- Contributing to the maintenance of a caring and stimulating environment for pupils.

CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers' Pay and Conditions supplemented by local conditions as agreed by the governors.

Note

This job description is not a contract of employment. It will be reviewed annually and may change either as your contract changes or as the organisation of the school is changed. Any changes will be negotiated and agreed by both parties.



Person Specification

| AREA | ESSENTIAL | DESIRABLE | MEANS OF ASSESSMENT |
|--------------------------------|---|---|---|
| 1. SKILLS, KNOWLEDGE, APTITUDE | <p>To have a clear understanding of the national curriculum and its application.</p> <p>Highly successful classroom practitioner who is creative in their approach to learning</p> <p>Experience in leading one or more school areas including identifying pupil needs, monitoring and evaluating standards</p> <p>Ability to plan, record and assess for children's progress in a variety of ways</p> <p>A commitment to providing excellent provision for all pupils and achieving high standards of pupil progress</p> <p>Competent ICT skills</p> <p>Excellent people skills motivating, inspiring and challenging adults to produce the best outcomes for pupils</p> | Evidence of a commitment to extra curricular activities | <p>Application Form</p> <p>Letter</p> <p>Reference</p> <p>Lesson observation</p> <p>Interview</p> |
| 2. QUALIFICATIONS AND TRAINING | Qualified teacher status with second class honours degree or higher | Middle leadership qualification | <p>Application Form</p> <p>Certificates</p> <p>Reference</p> |
| 3. EXPERIENCE | <p>Experience in Early Years teaching and a passion for outdoor learning and providing enriched outdoor learning experiences</p> <p>At least three years experience of co-ordinating the work of teaching and support staff either in early years or elsewhere in primary school.</p> <p>Experience of planning & teaching the Primary National Curriculum in a creative way</p> <p>Evidence of recent school improvement work which has had a positive impact on pupil outcomes</p> <p>Proven ability to implement strategies for raising pupil achievement</p> <p>Experience of working with children who have additional educational needs</p> | | <p>Application Form</p> <p>Reference</p> <p>Letter</p> <p>Interview</p> |

Person Specification cont.

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| <p>4. DISPOSITION & SPECIAL REQUIREMENTS</p> | <p>Excellent interpersonal skills</p> <p>An innate ability to demonstrate a caring and nurturing attitude while maintaining professional boundaries</p> <p>Ability to oversee the pastoral welfare of all children within the year group and to promote good behaviour at all times</p> <p>Excellent communication skills; both oral and written</p> <p>Reliable, flexible, committed, well motivated, enthusiastic</p> <p>Commitment to equal opportunities and inclusion</p> <p>Well organised</p> <p>Excellent health and attendance record</p> <p>Additional strengths within curriculum subjects</p> <p>A 'can do' attitude, sense of humour, willingness to learn and approachable</p> <p>Resilience and tact</p> <p>Commitment to continual professional development, whole school development and raising standards</p> <p>Ability to work effectively with parents and the wider community</p> <p>Full safeguarding clearance including an enhanced DBS check</p> | <p>Willingness to organise out of school activities</p> <p>Willingness to develop in school and professionally</p> <p>An up to date knowledge of educational reforms and research and academy freedoms</p> | <p>Reference Letter</p> <p>Interview</p> <p>Lesson Observation</p> |
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