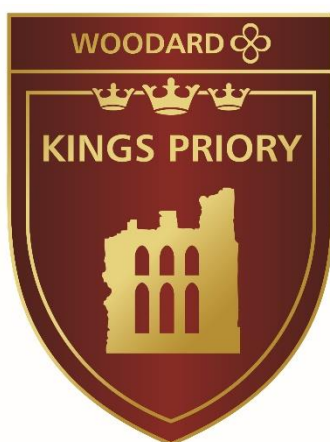


Kings Priory School



Early Years (EYFS) Curriculum and Phase Lead

Candidate Information Pack

From The Principal

Philip Sanderson, MA (Oxon), MSt, PGCE, NPQH



KINGS PRIORY SCHOOL

a 21st century education at the heart
of the community

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Dear Applicant,

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Thank you for your interest in the post of Early Years (EYFS) Curriculum and Phase Lead at Kings Priory School.

This advertised role is one of huge excitement to Kings Priory School. It is a full Middle Leadership role in an all-through school. This role is focused on developing consistently outstanding **EYFS provision**.

Every role in our school is so important to us and the Early Years (EYFS) Curriculum and Phase Lead, is no exception. This is because every visitor to Kings Priory School tells me that the first thing they notice as you step onto either of our unique sites is the warmth, energy and positivity of both staff and pupils, whether they are 4 or 18 years old. That is because we try our very best to foster relationships marked by friendship, tolerance and respect. With these values underlying what we do, together, pupils are encouraged and empowered to be ambitious and creative, exploring their learning in real depth and pushing themselves to unlock their full potential to excel in a wide variety of pursuits.

Kings Priory School is a school that cares deeply for its pupils and staff. We prioritise the safety and wellbeing of pupils and staff in order to ensure a nurturing and highly effective learning environment. The school is vital and vibrant; this provides a highly stimulating setting where skilled professionals can practice their tradecraft with expertise whilst also honing their skills. We strive for utter excellence in all we do and as such have incredibly high standards.


Kings Priory School was judged good in its last inspection and we are now doing all we can to be genuinely and authentically outstanding in all we do. The leadership team is relentless in its bid for continuous improvement: we are obsessive about securing the best possible outcomes for our young people and providing the best possible working environment for all colleagues. The successful candidates will work closely with Senior Leadership to do exactly that.

I am seeking an EYFS leader who has the stamina, ability and educational intellect to ensure that we achieve and exceed our ever-changing goals whilst leading a team of other adults to do so also. You should be an outstanding practitioner with excellent knowledge and understanding of the EYFS framework.

The Job Description sets out the existing portfolio for the position. I look forward to receiving your application and meeting you in person.

If you would like an informal confidential conversation with me, or the relevant Senior Leader with responsibility for EYFS, at any point between now and the closing date, please do get in touch.

Best wishes

A handwritten signature in black ink, reading "Philip Sanderson". The signature is written in a cursive style and is underlined with a long horizontal stroke that extends to the left.

Philip Sanderson
Principal

Kings Priory School

Kings Priory School is one of the highest performing schools in North East of England, providing high quality education to pupils aged 4 – 19. We have over 1500 pupils (630 primary aged; 870 senior aged) and over 150 staff. We are a school with excellent teachers, a family environment, motivated pupils and a commitment to educating the whole child both in and outside of the classroom. We are proud of our pupils who regularly achieve well above the national average in public examinations: *in 2019 at GCSE, 93% of pupils achieved a grade 4+ in English and 87% of pupils achieved a 4+ in Maths.

As a result of the above, Kings Priory School is the top performing school in North Tyneside at Key Stage 4; pupils achieve exceptional outcomes which are well above national averages. In 2018, 2019 and 2020 98%, 93% and 97% of pupils achieved a 4+ in English and 93%, 97% and 95% achieved a 4+ in Mathematics, respectively. We are also very proud of the outcomes pupils achieve in the Sixth Form, where, in 2018 - 21, the average grade was a B and many pupils went to read their chosen subjects at Russell Group universities. Kings Priory School was also named best Secondary School in the North East 2020.

The school operates across neighbouring sites in the centre of the attractive coastal village of Tynemouth with short commuting links into Newcastle upon Tyne. The school is close to the ancient Priory, the mouth of the River Tyne and the beach. This historical and picturesque setting provides a stimulating learning opportunity for all of our pupils.

We do not just teach subjects, we nurture the whole individual – mind, body and spirit. Classroom learning is marked by as much attention to how you learn as what you learn, recognising that for pupils to enter the next stage of their lives, they need to learn habits of mind that sustain their curiosity, build their skills in reading, communication and problem solving. As well as holding onto the strengths of a curriculum that draws out the best possible standards across a wide range of traditional subjects, we also hope to embrace the modern world as it is now.

Kings Priory School is part of Woodard Academies Trust multi-academy sponsor whose aim is to be a provider of world class education, transforming lives within and across communities. Our Christian faith helps to make our school a thoughtful community and we are welcoming, positive and open to pupils and staff of all faiths and none.

Our school day and curriculum is unique with a comprehensive co-curricular programme followed by a very large number of pupils. We offer a wide range of activities from musical opportunities, to a comprehensive sport and Duke of Edinburgh's award programme.

Pupils at Kings Priory School are well-mannered and articulate young people who work hard and achieve highly. We respect each other and celebrate our differences, always striving to put others before ourselves.

Kings Priory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safer Recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced Disclosure and Barring Service (DBS) check.

*We have used outcomes from 2019 as there are no validated national figures from 2020/2021 for comparison.

Woodard Academies Trust

The Trust is a collaboration of six schools across England, working together to meet our ambitious goals for pupils and staff and to deliver our vision:

- **Opening minds:** igniting a curiosity about the world, nurturing spiritual and cultural growth and developing a love of learning for life.
- **Raising expectations** of everyone in the Trust, staff, pupils and governors, of the standards we can reach and the outcomes we can achieve, irrespective of background.
- **Transforming lives:** a successful education will transform the lives of young people into adulthood so they have rewarding careers, strong relationships, and make positive contributions to their community and society.

The Trust's vision is supported by five core values, which guide the way we work and inform all of our decision-making:

• *Wisdom*

- We open our minds and take personal responsibility for making a difference in the world.

• *Ambition*

- We set high expectations and ambitions for ourselves and each other, and we are relentless about meeting them. We will always challenge under-performance.

• *Trust*

- We place trust at the heart of all we do: to facilitate open and honest debate, to support hope and mutual respect, and to enable us to respond to all challenges.

• *Unity*

- We value collaboration, promote well-being and invest in relationships: celebrating our individual and collective strengths and expertise, inspiring one another and learning from the best practice externally.

• *Faith*

- We welcome and embrace people of all faiths and none to our schools, which reflect the Christian beliefs and values of the Trust and the wider group of Woodard Schools.

Our Trust has an impressive heritage as part of the Woodard family of schools, created by founder Nathaniel Woodard in 1848 with the aim of providing an education based on Christian values and a belief in nurturing and enriching each individual child.

Woodard Academies are part of the wider family of Woodard Schools united around the shared commitment to providing a high-quality education in an actively Christian environment.

The characteristics of a Woodard education are:

A search for knowledge, meaning and truth

We believe that the search for knowledge is a search for meaning and truth. We encourage young people to ask why?, to look for the connections between things, to bring to the surface the assumptions we have been making about the meaning behind and within things, to become more reflective, to reach beyond themselves a little, to take responsibility, to become more self-aware, to be honest with themselves and be courageous.

Developing moral character and disposition

We are committed to developing the inward moral character and disposition. We encourage young people to develop a moral framework, a rock-solid sense of what is right and wrong and a keen appreciation of themselves and others as spiritual beings.

Creating inclusive communities of learning

We are inclusive communities that cherish each person. Our schools will show a special care for the vulnerable and those in need – they all have a strong pastoral care system.

Valuing individuals

We acknowledge the value and uniqueness of every human being regardless of gender, age, ethnic origin, creed or sexual orientation. We believe that each person is of sacred value because they are made in the image of God. In our schools the atmosphere is pervaded by the conviction that there is something good in everybody.

Spiritual development

We provide ways (both formal and informal) in which members of the school community can develop their spirituality, for example through nurturing a sense of wonder, an appreciation of beauty, building positive relationships, worship, reflection and creativity.

Our main focus is school improvement, drawing on the skills and expertise across the Trust to ensure every school is at least 'good' and all pupils achieve well. Our 2020-23 strategy was developed collaboratively with all school Principals and representatives of the Board, Academy Council Chairs, Executive Team and members. We also took expert advice from Sir David Carter, Executive Director at Ambition Institute and former National Schools Commissioner and Chris Kirk Associates, who have contributed to research on the effectiveness of multi-academy trusts across the country.

It sets ambitious goals (to achieve by 2023) on:

Pupil Outcomes

All pupils, regardless of background, are successful learners who are equipped to lead fulfilling lives.

School Improvement

All our schools will be improving, well-led and safe, with high-quality teaching that develops pupils' knowledge, attitudes and character that enable them to succeed in later life.

Staff Engagement

We attract, recruit, retain and develop the best people who meet the highest professional standards and have uplifting, purposeful careers.

Growth

The Trust increases the number of pupils, staff and schools who benefit from being part of our effective multi-academy trust.

This is an exciting time for us with an ambitious new strategy for strengthening our leadership and governance, improving education for pupils and ensuring staff have uplifting, purposeful careers. **We want to give our people every opportunity to grow and develop their practice. With this in mind we put together 'WAT Highlights' - a monthly bulletin for all staff across the Trust, talking about everything CPD and compiling the best of education's recent blogs, webinars and articles.**

Job Description

Early Years (EYFS) Curriculum and Phase Lead

The Primary Years Middle Leadership Structure at Kings Priory School includes 4 Phase Leaders. The role of Early Years Curriculum and Phase Lead, will report to the Senior Leadership of the First School.

This role is focused on developing consistently outstanding learning and teaching throughout EYFS. Through outstanding leadership and practice the successful applicant will embody the Intent of our whole school curriculum in Reception.

All staff of Kings Priory School should:

- Promote and support the distinctive Christian character of the school as demonstrated through its ethos and worship, service to the community, promotion of spiritual and moral values and its commitment to community cohesion.
- Understand the concept of *in loco parentis* and be concerned for the development and well-being of each pupil as a whole person through pastoral and spiritual leadership.
- Contribute to the whole professional life of the school which has successful learning and teaching as its core purpose supported by all staff contributing to Woodard's commitment to each pupil gaining meaningful enriching experiences.
- Take responsibility for their own professional development and support that of colleagues where appropriate.
- Engage in the school appraisal process and support colleagues in achieving their own targets where appropriate.
- Have regard to guidance on keeping children safe in education.
- Observe health and safety requirements and play their part in ensuring a safe working environment.

Main responsibilities:

- Lead on the day-to-day smooth running of EYFS, special events and collective worship in Reception;
- consult pupils, parents and staff about the EYFS and its effectiveness, and assess the feedback against the school's vision, values and aims;
- audit the indoor and outdoor learning spaces in the EYFS to evaluate the quality of the overall learning environment;
- ensure resources used are diverse, inclusive and accessible;
- to lead staff and pupils within the department, inspiring by example, setting and modelling the highest professional standards;
- to be a visible presence in the school as a high-profile Middle Leader and ensure high standards of behaviour;
- working with the Senior Leadership Link, research and develop policies within the curriculum area;
- to develop an appropriate curriculum within the department, which meets the needs of all learners;
- to ensure that the department offers a broad and balanced curriculum which also extends outside the classroom, offering wide-ranging opportunities for personal and additional development;

- to develop a highly performing team with the department, carrying out staff appraisal, identifying CPD needs and planning and implementing appropriate development opportunities for colleagues;
- to be accountable for all aspects of the Quality of Education within the department and to proactively quality assure the performance of the department in the round;
- as a result of quality assurance, to develop department self-evaluation and improvement plans;
- to model engaging and innovative teaching and learning within your own practice;
- to ensure that good practice, knowledge and expertise is shared within the department, through collaboration with other Middle Leaders within the school and, where appropriate, with colleagues in other schools and across the Trust;
- to track and monitor pupil progress, planning and implementing effective intervention where necessary;
- to take ownership of the learning environment within the department and ensure that it is stimulating, attractive and consistent;
- to manage resources and the day-to-day operation of the department.

Our Middle Leaders play a major role in:

- Supporting and developing the mission, ethos and core purpose of the school.
- Formulating the aims and objectives of the school in a specific phase.
- Establishing and monitoring the policies through which the aims and objectives will be achieved.
- Managing staff and resources effectively.
- Managing staff performance issues.

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations in relation to the post holder's professional responsibilities.

Equal Opportunities

Kings Priory School is committed to equality of opportunity and applications from all sections of the community are welcomed.

Person Specification

Early Years (EYFS) Curriculum and Phase Lead

Qualifications

- A recognised teaching qualification e.g. degree plus a PGCE or equivalent.

Experience

- Recent experience of working successfully as an outstanding practitioner and/or EYFS leader in a school.
- Evidence and experience of turning policy into effective and successful practice.
- Substantial, recent and successful teaching experience across EYFS.

Knowledge and Understanding

- A clear understanding of the essential qualities necessary for effective learning and teaching.
- Up to date knowledge of statutory regulations and guidance relating to the post.
- An understanding of an inclusive and ambitious curriculum and its requirements.
- A passion for EYFS and the provision for pupils at this young age.
- Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve.
- Awareness of local and national organisations that can support delivering the EYFS.
- Ability to adapt teaching to meet individual pupils' needs.
- Ability to build effective working relationships with pupils, parents and staff.
- Ability to communicate a vision and inspire others.

Professional Skills

- Analyse data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for phase improvement.
- Lead and manage a phase team/s to successfully achieve agreed goals.
- Be an effective team player who works collaboratively and effectively with others.
- Develop and deliver effective and inspirational professional development for staff (including mentoring and coaching as appropriate).
- Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate).
- Demonstrate high quality teaching strategies.
- Support, motivate and inspire both colleagues and pupils by leading through example.
- Work successfully with a range of external agencies.

Commitment

- Equality and diversity.
- Promoting the school's vision and ethos.
- Establishing a high quality, stimulating learning environment.
- Relating positively to, and showing respect for, all members of the school and wider community.

Special Requirements

- High expectations of attendance over the last 2 years
- An Enhanced Disclosure and Barring Service check