



# EYFS Lead and Class Teacher Application Pack



CONCORDIA  
ACADEMY



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# 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 includes schools at all 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**



# Letter from Raheel Akhtar, Headteacher, Concordia Academy

Dear Candidate,

Children have only one chance at receiving a quality education and it is the job of everyone at Concordia Academy to ensure that it is the best it could possibly be. We have an ambitious and dynamic vision for our school that includes setting a record of high quality outcomes for all of our students.

Our school is underpinned by a blend of values such as respect, hard work and high expectations, coupled with innovations in relation to teaching and learning. We work together to embed a culture of success, high aspiration and reflection in which children can thrive and achieve. We want our students to have the confidence and knowledge to not just live but prosper in a modern, ever-changing society. We will equip them with the skills to succeed and the understanding that will enable them to make the most of the opportunities that they are given.

We are forward thinking in all we do. Our children will study a modern and innovative curriculum, our staff will have access to the very best and latest professional development that has the greatest impact on learning, and our school will be housed in outstanding facilities that are high-tech and custom built. Our goal will always be to improve on what we have done before.

As the headteacher of this vibrant, new school I am delighted to welcome you and I hope you will join us on our journey.

**Mr Raheel Akhtar**

**Headteacher**

# Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). 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.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

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, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)



# The Role

## Class Teacher at Concordia Academy

### Do you want to join an outstanding new school looking to appoint an ambitious and inspirational teacher?

Concordia Academy opened as a new free school in 2016. In September 2018, we moved to our superb new purpose-built site on Union Road in Romford. We are currently recruiting for someone looking to take on the responsibility of EYFS Lead and class teacher, starting from September 2022. The post is ideal for aspiring future leaders, be they NQTs or experienced staff.

We are offering you:

- the opportunity to work in a brand new state-of-the-art building with excellent facilities
- huge scope for advancement and fantastic opportunities for career progression
- the opportunity to get in on the ground floor of an exciting new project and to help shape the direction of a new school
- the possibility of a subject leadership role
- a unique chance to work with senior leaders who have been part of successful school improvement elsewhere in London

We are looking for:

- someone to provide excellent provision for our children and play an integral role in the development of our newly formed school
- a candidate who is, or wants to become, an outstanding teacher and leader
- someone who is forward thinking and adaptable
- someone who is relentless in securing academic and emotional progress for every child.

We will invest in developing you as a teacher and as a leader - there will be considerable professional development opportunities for the successful candidate. Please contact Raheel Akhtar on 01708 932710 to arrange a visit, or for further information.

We are committed to safeguarding and promoting the welfare of children. Successful applicants will be required to undertake a DBS check. We are an equal opportunities employer.

## The application

You are invited to submit an application form to Raheel Akhtar (Headteacher) at [info@concordiaacademy.co.uk](mailto:info@concordiaacademy.co.uk)

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Raheel Akhtar, Headteacher 01708 932710.

### The application process and timetable

<b>Application deadline:</b>	Friday 28 January 2022 at midday
<b>School visits:</b>	Contact the school office to arrange a visit
<b>Interviews:</b>	Week beginning Monday 31 January 2022
<b>Contract details:</b>	Full time, permanent
<b>Salary:</b>	MPS+TLR, UPS
<b>Start date:</b>	September 2022

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).



## Job Description

**Post:** EYFS Lead and Class Teacher

**Salary:** MPS+TLR, UPS

**Responsible to:** SLT/Headteacher

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description may be amended at any time following discussion between the head teacher and member of staff and will be reviewed annually.

### **Strategic direction and development of curriculum provision in the school**

- Contribute to a positive ethos in which **all pupils** have access to a broad, balanced and relevant curriculum
- Analyse and interpret relevant school, local and national data relating to their own class and advise the head teacher on the level of resources required to maximise achievement
- Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision within their class
- Consider the views of both pupils and parents/carers and to respond appropriately
- Lead on a subject/area and make contributions that positively impact whole school provision

### **Teaching and learning**

- Develop a classroom environment and teaching practice which secures effective learning across the breadth of the National (*including Foundation Stage*) Curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline
- Support the identification of, and provision for pupils with additional educational needs
- Regularly monitor progress of pupils within their class which is then reflected in teaching plans

- Evaluate the effectiveness of their teaching and learning by work analysis and use these analyses to guide future improvements
- Ensure setting of realistic and challenging expectations for pupils in their class
- Liaise effectively with staff to ensure the successful transition of pupils through the school
- Contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole

### **Leadership and management responsibilities**

- To lead a team of teachers and support staff
- To identify professional development needs and co-ordinate staff development programmes to raise levels of achievement and progress
- To be involved with the development of whole school policies from 3-11 within your own subject area and within others
- To be an active member of the Leadership and Management Team and work as a team ensuring appropriate professional conduct and confidentiality where appropriate.
- To actively support all policy decisions
- To work with the Leadership Team on interpreting and using data to set effective targets to raise achievement
- To assist in planning and implementing timetables, rotas and systems to ensure the smooth day to day running of the school
- To co-ordinate and assist with school events, during and out of school hours.
- To organise and lead assemblies
- To actively support staff in maintaining high standards of behaviour among all pupils throughout the school
- Present initiatives, policies and progress against the School Development Plan targets to Governors and other Stakeholders

### **Relationships with staff**

- Achieve constructive working relationships with all staff
- Direct, organise and manage the work of support staff within the classroom,
- Provide regular information to senior staff on class progress

### **Effective deployment of staff and resources**

- Maintain and develop class resources and budget, co-ordinate their deployment and monitor their effectiveness in meeting the class objectives

### **General**

- Promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy
- Take on any additional responsibilities which might, from time to time, be determined

The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

#### **ADDITIONAL REQUIREMENTS**

1. REAch2 has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The post holder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
3. The post holder is expected to demonstrate a flexible approach in the delivery of work. Consequently, the post holder may be required to perform work not specifically identified in the job description.

# Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status.</li> </ul>	<ul style="list-style-type: none"> <li>Further relevant qualifications.</li> <li>Paediatric First Aid Training.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Evidence of excellent classroom practice with the ability to create a class atmosphere that is achievement orientated, using strategies that build children’s self-esteem.</li> <li>Evidence of the ability to raise standards significantly in own classroom.</li> <li>Ability to provide a high quality, well differentiated education and expect high standards from all children.</li> <li>Ability to contribute effectively to support team work.</li> <li>Ability to communicate and work effectively with parents/carers and external agencies in partnership.</li> <li>Enthusiasm for teaching, a positive philosophy and outlook, coupled with a good sense of humour.</li> <li>Experience of teaching year groups within at least two of the following three key stages: EYFS/Key Stage 1/Key Stage 2.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of the ability to significantly raise standards as part of a leadership role.</li> <li>Involvement in preparing reports for the Leadership Team, Governors, SEF, LA and OFSTED</li> </ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>Full knowledge and understanding of the National Curriculum.</li> <li>To have ICT skills for both personal and classroom use.</li> <li>Ability to communicate clearly and sensitively, both orally and in writing, with pupils, parents/carers, staff, governors, LA and the wider community Highly organised, with the ability to work on own initiative.</li> <li>Excellent team working skills</li> <li>Ability to ensure that policy and procedures are carried out effectively.</li> <li>Ability to self-evaluate learning needs and actively seek learning activities.</li> <li>Understanding of the need at all times for confidentiality and discretion.</li> <li>Ability to engage in professional dialogue about the curriculum, school organisation, procedures and policies.</li> <li>An understanding of the importance of safeguarding and child protection</li> </ul>	<ul style="list-style-type: none"> <li>Full knowledge and understanding of the National Primary Strategy.</li> <li>Understanding of relevant policies, codes of practice and requirements.</li> <li>Willingness to develop ICT capabilities further and attend training.</li> <li>Willingness to take responsibility for own professional development.</li> <li>Use and encourage clear, articulate speech with excellent pronunciation and correct use of grammar.</li> </ul>

<p><b>Wider Responsibilities and Professionalism</b></p>	<ul style="list-style-type: none"> <li>• Commitment to school vision and ethos.</li> <li>• Respectful, trusting, supportive and constructive relationships with children.</li> <li>• High standards of professional behaviour with parents and colleagues.</li> <li>• Commitment to collaboration and co-operative working.</li> <li>• Positive contribution to school development.</li> <li>• Attend and constructively contribute to staff, team and planning meetings and school improvement activity.</li> <li>• Contribute to school extra-curricular and enrichment provision by leading or supporting activities.</li> <li>• Commitment to personal professional development.</li> <li>• Proactively seek advice from colleagues and offer support and guidance to other staff.</li> <li>• Maintain a professional, positive attitude and outlook at all times.</li> </ul>	
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