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JOB APPLICATION PACK 2022-2023

Early Years Foundation Stage Lead

Mr David Lucas - Executive Headteacher

PRIMARY PHASE

Leahurst Road, London SE13 5HZ Tel: 0208 325 4551

SECONDARY PHASE

Taunton Road, Lee, London SE12 8PD Tel: 0208 852 3191

admin@trinity.lewisham.sch.uk
www.trinitylewisham.org





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Early Years Foundation Stage (EYFS) Leader - Application Pack

Welcome to Trinity all-through school.

Thank you for your enquiry about the post of **EYFS Leader** at Trinity Church of England School, Lewisham. I hope this pack gives you all the information you need at this stage, and that we can look forward to your application. If you require any additional information or have any questions please do not hesitate to contact us straight away.

Trinity Church of England School is an all-through school; a thriving community, where our staff and pupils are enthusiastic, conscientious, talented and caring. We take appointing new staff very seriously and seek other professionals who are committed to young people and supporting Trinity to continue to move forward. **We are very proud of our school and are seeking like-minded people to join us with our vision and ethos of enabling all pupils to succeed in a happy and caring environment.** The successful candidate will help support our **inclusive vision in providing the very best education for all children and help us to achieve the next level of success.**

Trinity is one school on two sites: are a two-form entry Primary School on Leahurst Road, London, SE13 5HZ; and a four-form entry Secondary School on Taunton Road, Lee, London SE12 8PD. Just a short walk between them.

The Primary Phase is in a renovated Victorian building that has a vast amount of space and facilities. We have a dedicated music room, food technology room and a large computer room alongside our library. We have 2 indoor spaces to use for PE / Whole School Worship and other events. We are lucky to have a large outdoor space as well.

The Secondary Site is a modern purpose-built building that has all the latest facilities. The building has a sense of space for all the school community. The Primary and Secondary Phase operate as one school to enable all pupils to gain the benefits from the through school ethos.



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EYFS Lead at Trinity

We are currently looking to recruit a lead for our Early Years team.

Trinity is an all-through school, from Reception to Year 11 with, “A revised, well-planned and ambitious curriculum (from)...the early years to Year 11.” (Ofsted, Oct. '21). We are seeking a reflective practitioner who will support the wider leadership team. Trinity has an established staff body who are encouraging, supportive and caring; if you are looking for a place to share your good practice, explore new ideas and further develop your educational ethos, this is the place for you.

We want to continue striving for excellence and need enthusiastic members of staff who will work to nurture the aspirations of our children and ensure they have the best education possible. We are looking for a reflective individual who is passionate about education, who is forward thinking and who loves working with children. You will also be a great communicator, empathetic, enthusiastic, creative, organised, reliable and inspirational as well as uphold the highest standards across teaching and learning.

In return we will offer you excellent opportunities for professional development alongside a supportive SLT group who are working to build on our successes. The successful candidate will have a bespoke induction and training programme to support their role.

If you would like to speak with the Head of School Amanda Harvey please email us at admin@trinity.lewisham.sch.uk or ring the Primary site on 0208 345 4551.

Trinity is a thriving community, where our staff and pupils are enthusiastic, conscientious, talented and caring. We take appointing new staff very seriously and seek other professionals who are committed to young people and supporting Trinity to continue to move forward. We are very proud of our school and are seeking likeminded people to join us with our vision and ethos of making all pupils succeed in a happy and caring environment.

Trinity is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Salary: M scale; UPS + TLR





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Transition, Curriculum and Assessment is shared across the phases, as well as Staff Expertise. Students from both phases benefit from being part of a through school as well as our staff. Despite separate buildings our pupils share a set of distinctive characteristics which make them true Trinitarians.

We have a strong Character Education that ties us together from early years through to Year 11. From the start of their academic career our young people are skilled, nurtured and supported through a family structure.

We have a strong Christian community, in which children and adults can flourish. A community where pupils fulfil their potential and achieve the very best educational outcomes, enabling them to make good life choices, to uphold British Values, and to take their place as citizens of the wider world.

Our ethos says:

- We are a **Learning** Community
- We are a **Loving** family
- We are **Living** good lives

To find out more about our school please do visit our website, www.trinitylewisham.org, where you can look at the all-through school elements or the distinctiveness of each of the two phases.

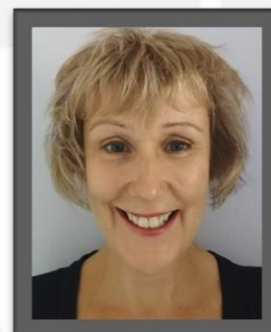
The specific Job Description and Person Specification give the details for the job, and highlight what we are looking for through this selection process. This booklet also provides you with our strategic plans which outlines our vision, ethos, distinctive characteristics and our priority work streams to help us develop towards outstanding. If you are interested please do complete the application form. The details of the deadline can be found in the job advert attached at the back of this pack, as well as on our website.

We look forward to welcoming you to our family.

Thank you,



David Lucas - BSc (hons) MA NPQH, Executive Headteacher



Moira Cuthbert – Chair of Governors



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The Interview Process

The best way to find out about the school is to visit and have a guided tour of the site.

- **The deadline for applications will be at noon on Monday 25th April 2022**
- **Please email our office manager (u.ezirim@trinity.lewisham.sch.uk) or post your application to her attention to ensure it arrives before this deadline.**
- **In the personal statement please give your reasons for applying for this post and say why you believe you are suitable for the position.**
- **Study the job description and person specification and describe any experience and skills you have gained in other jobs or similar environments which demonstrate your ability and aptitude to undertake the duties of the post. Continue on a separate sheet if necessary.**
- **Our governors are keen to ensure our staff team are representative of our schools diverse community and therefore welcome applicants from people from the BAME community.**

The selection panel will shortlist from the application forms and candidates will be informed soon after. **If you have not heard from us by Wednesday the 4th of May, please assume that you have been unsuccessful on this occasion and we do welcome future applications from you.**

The Interview will be on the 27th and 28th of April 2022.

Each task will be scored and **those with the highest score will be offered the post. We will inform you at interview of when candidates will be informed of the outcome and some feedback will be given at this time.**

Interviews are a two-way process, please ask as many questions and make sure you feel like this is the school for you.



Job Description:

Title	EYFS LEAD
Salary	M scale; UPS + TLR (Inner London)
Conditions:	Permanent
Line led by:	Head of School
Line leadership of:	EYFS Team

As a church school it is our vocation, moral obligation and delight to provide the best possible education for each student within a Christian community.

Purpose

- Actively contribute to the School's achievement culture
- Share our common vision, values and ethos
- To ensure that attainment and progress of all pupils in all year groups within the department are outstanding.
- To support the Head of School at all times in all aspects of the post.

MAJOR RESPONSIBILITIES

1. To work in consultation with the Senior Leadership team and colleagues to carry out agreed policies of the school, including content and method.
2. To plan and prepare work for their class, to be aware of each child's needs and level of development and to organise the class accordingly.
3. To keep up to date records of all children's work, monitor their progress in all areas and assess according to national requirements.
4. To recognise that self-esteem, emotional stability, social adjustment and positive attitudes share an equal standing with the acquisition of knowledge and skills.
5. To value the importance of first-hand experiences in providing appropriate differentiated activities, to develop an enquiring mind and pursue investigation and problem solving as learning experiences.
6. To ensure children develop autonomy and independence in the class.
7. To ensure that the classroom reflects the aims of the school in providing a rich, stimulating, well organised and happy environment in which to learn. Use display and presentation as examples of excellence from which children learn.
8. To organise appropriate resources so that they are accessible to children.



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9. To share with colleagues the task of maintaining a firm, fair and effective discipline throughout the school and within the classroom.
10. To understand equality issues related to classroom practice and use in planning and practice.
11. To recognise and pass on the principles involved in living in a multi-cultural society and to give equal opportunities to all the children.
12. To recognise the needs of children with special educational needs and cater for those needs in the classroom.
13. To keep them informed of current educational issues and practice and make use of the courses available for their professional development and the needs of the school.
14. To fulfil the policies of the school in respect of liaison with parents, other schools and associated agencies.
15. To co-operate with other members of staff in provision of after-school activities and other events deemed to be important to the school e.g. summer fair.
16. To share with other teachers the responsibilities of any supervision required to ensure that safety of the children at all times including the fifteen-minute period directly before and after school hours.
17. To accept that, irrespective of their initial teaching programme, they may in subsequent years, be asked to work with other year groups or to participate in alternative teaching approaches or subject areas.
18. To participate in the Performance Management cycle in accordance with the Pay and Conditions Act and School Pay Policy.
19. To undertake additional responsibilities to promote the development and continuity of educational provision throughout the school.
20. To undertake any other duties as may be reasonably requested by the Head of School, Executive Headteacher to reflect the changing needs of the school and requirements and demands of the National Curriculum with particular regard for the foundation status of the Church School (this will include attending the daily act of worship).

This job description is current at the date shown, but, in consultation with you, may be changed by the Head of School to reflect or anticipate changes in the job commensurate with the grade and job title.

Trinity School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment



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Person Specification:

Attributes:	Essential:	Desirable:
Qualifications	<ul style="list-style-type: none"> • Degree or equivalent • Qualified Teacher Status (including NQTs) • Enhanced DBS check 	<ul style="list-style-type: none"> • Further / Continued Professional Development
Teaching experience	<ul style="list-style-type: none"> • Experience of working in at least one Key Stage • Experience of planning and delivering fun, engaging and challenging lessons • Experience of working successfully with pupils with Special Educational Needs 	<ul style="list-style-type: none"> • Evidence of securing good or outstanding progress for whole cohorts, individuals or groups
Experience managing own or others' performance	<ul style="list-style-type: none"> • A reflective practitioner who sets high expectations of themselves • Experience of working successfully with teaching assistants and/or other support staff 	<ul style="list-style-type: none"> • Evidence of successfully leading a subject which involved whole school responsibilities
Knowledge	<ul style="list-style-type: none"> • Sound knowledge of the National Curriculum or Development Matters documentation • An understanding of curriculum and pedagogical issues relating to learning and teaching • Knowledge of effective strategies to include, and meet the needs of all pupils, in particular underachieving groups of pupils, pupils with EAL and SEN 	<ul style="list-style-type: none"> • Familiarity with KSI and 2 Standardised Attainment Tests or the EYFS profile
Skills/abilities	<ul style="list-style-type: none"> • Sound ICT knowledge and skills relating to class teaching, able to demonstrate effective use of ICT to enhance teaching and learning • Able to use assessments of pupils' learning to inform future planning • Ability to plan and work collaboratively with colleagues 	<ul style="list-style-type: none"> • Skills in the creative areas • Any area of interest or expertise which can make a positive impact on children's learning

	<ul style="list-style-type: none"> • Experience of using positive behaviour management strategies to reinforce good learning behaviours 	
Philosophy, beliefs, values	<ul style="list-style-type: none"> • Personal values mirror those of the Trinity Ethos Statement • A belief in restorative justice • Demonstrates a passion for closing the gap for children from disadvantaged backgrounds 	
Personal Qualities	<ul style="list-style-type: none"> • Has excellent inter-personal skills • Is constantly striving to be the best practitioner they can be • Can work as part of a supportive team • Has a (good) sense of humour • Is approachable • Can seek support and advice when needed • Able to manage own workload effectively 	<ul style="list-style-type: none"> • Ability to motivate colleagues by example • Can demonstrate commitment to the wider life of the school

Trinity Strategy Document 2021-2022

Please find below a summary of our school priorities as an all-through school, and how this translates to specific actions for the Primary Phase. There is an Improvement Plan in place that shows how each of these parts are being implemented through the year.

VISION

The Trinity community will live **“life in all its fullness”** by:

- Establishing a unique and personalised learning journey through Trinity and beyond
- Continuing to nurture our warm and caring family environment to support all to flourish
- Inspiring all to achieve and celebrate ongoing and future successes.

ETHOS		Learning	Loving	Living
Distinctive Characteristics		Open minded Knowledgeable Insightful	Caring Principled Resilient	Reflective Courageous Independent
Priority Work Streams	Quality of Education	Curriculum	Trinity Standards	Metacognition
	Personal Development	Mental Health and Wellbeing		
	Behaviour expectations	Behaviour for Learning		
Evaluation process		System Measures Regular School Improvement Plan reviews; Staff Appraisal Process; Central data tracking system to provide feedback on progress throughout the year (see assessment cycle); Quality Assurance of Teaching, Learning and Assessment (learning walks, lesson observations, book looks); Governors reports and meetings.		Accountability Measures Staff Appraisal Targets set for each staff member. Governors will hold the school to account through the scheduled meeting cycle.

Trinity Standards

Our Trinity Standard is expressed in the grid below – showing the different strands expected under each of the 7 categories. These are not expected to be seen in every lesson, but instead they should be evident over time. Observations will be looking at areas of strengths and highlight areas to develop from these categories.

Intent

To deliver the content of the national curriculum augmented with knowledge and understanding which will enable our pupils to **“live life in all its fullness”**.

Trinity has created a **knowledge engaged progress model** which clearly outlines the:

- **key knowledge and vocabulary** to be delivered and;
- **character developing experiences** to be offered

at specific milestones from reception through to Year 11

Implementation

Through seven key principles that make up the Trinity Standard for Teaching and Learning.



Impact

For our pupils to:

- achieve academic success;
- be prepared for the next step of their journey through Trinity and beyond;
- gain cultural and social capital;
- be able to procedurally engage with a rich web of knowledge;
- become courageous advocates who fight social injustices.

1.High Expectations and Behaviour for Learning

- 1.1 Challenge is consistently high (see Challenge section)
- 1.2 Pace of session maintains pupil motivation and is responsive to pupil need
- 1.3 Up to half of session is dedicated to modelling, questioning and feeding back to pupils before practice begins with pupils' attention maintained throughout
- 1.4 Pupils are appropriately greeted and have access to resources / prompts / scaffolds / books as soon as they enter classroom
- 1.5 Pupils respond appropriately and swiftly to transitions within sessions and are well routined – expectations have been put in place and demanded at each stage of the session
- 1.6 Silence during key phases of sessions is demanded – including during modelling and independent practice (where appropriate)
- 1.7 Pupils know appropriate responses to key parts of session – when to put hands up / when to talk aloud / how to speak to partners / adults
- 1.8 Positive body language is demanded from all pupils at all stages of session (sitting up straight, all pupils participating when asked to, no swinging on chairs or slouching)
- 1.9 Rewards / praise given throughout session to motivate and reinforce high expectations
- 1.10 Trinity Behaviour policy is adhered to by teachers and pupils
- 1.11 Use of Trinity Language (age appropriate) reinforces expectations at all stages of session - 'never give up'; 'Terrific Trinitarian'; 'open minded'; 'knowledgeable'; 'insightful'; 'caring'; 'principled'; 'resilient'; 'reflective'; 'courageous'; 'independent'.

2.Challenge

- 2.1 Top down teaching – one lesson purpose for all – appropriately scaffolded
- 2.2 Pupil engagement is high – thinking is required for all
- 2.3 Cognitive load is balanced – tasks are not over sugar coated / too experiential
- 2.4 High quality procedural tasks set – learning/knowledge is applied to other contexts
- 2.5 Next steps/learning/extensions are clear, understood and available to all pupils



3. Modelling

- 3.1 Makes use of direct instruction – ‘just tell them’ when introducing new concepts – experiential learning to take place *after* new learning is introduced
- 3.2 Uses pre-prepared models pitched at or above national expectations
- 3.3 Live Modelling is clearly broken up into small, well defined steps – ensuring cognitive load is balanced
- 3.4 Modelling is focussed on learning objective taken from KAOs or Knowledge organisers or Key Stage curriculum
- 3.5 Makes use of concrete – pictorial - abstract strategies/models to embed understanding
- 3.6 Models ‘thinking aloud’ whilst demonstrating – to further embed metacognitive strategies
- 3.7 Models making mistakes to avoid future misconceptions
- 3.8 Provides prompts/scaffolds and explicitly models how to use them
- 3.9 Uses pupils’ learning to provide high quality models (use of visualizers)
- 3.10 Provides opportunities for pupils to model to class
- 3.11 Nearly all new learning / tasks / written responses are modelled to pupils before task begins

4. Questioning

- 4.1 Questions used at all stages of session – spread across as many pupils as possible
- 4.2 Declarative questions used to recall, review and apply (predominantly closed responses)
- 4.3 Procedural questions used to apply, analyse, evaluate and create (predominantly more open-ended questions)
- 4.4 Targeted/pre-prepared questions used specific to pupils and/or objectives
- 4.5 Mixture of response required – hands up / all respond (thumbs up / whisper etc.) / random responders / bounce or share question
- 4.6 ‘Serve – return – raise the challenge’ format used to up-level responses
- 4.7 A/B/C questioning techniques (pupils asked to Agree/Build upon/Challenge other pupils’ responses)
- 4.8 Questions are ‘anchored’ – enough time given / repeated to ensure pupils have time to think

5. Practice

- 5.1 Guided practice is used (‘we’ section from gradual release model) and interwoven with questioning and modelling
- 5.2 Scaffolds/prompts made available to guide practice for pupils
- 5.3 Opportunities for pupils to demonstrate knowing what they do/do not know at the guided practice stage to further embed metacognitive strategies

- 5.4 Opportunities for collaborative practice – primarily in mixed prior attainment pairs, predefined by teacher, with clear roles defined
- 5.5 Opportunities for independent practice to aid ‘over learning’ for later automatic recall
- 5.6 Opportunities for independent practice through procedural tasks to embed new learning
- 5.7 Teacher regularly circulates the room and checks for understanding across all groups during stages of practice

6.Reviewing

- 6.1 begin with review of previous learning/knowledge/vocabulary taken from knowledge organisers /
- 6.2 Review of learning often ‘top and tails’ session
- 6.3 During session links are constantly being made between prior and current learning – often elicited from pupils themselves
- 6.4 Low stakes quizzes used – taking different format/style/order of questioning in order to interleave knowledge
- 6.5 Spacing of knowledge recall through weekly/monthly/half termly cumulative reviews

7.Feedback

- 7.1 Whole class feedback/feedforward given
- 7.2 Live verbal feedback given and acted upon during session
- 7.3 Live written feedback given to agreed prompts/scaffolds/priorities and acted upon during the session
- 7.4 Opportunities for peer assessment to agreed/predefined objectives/success criteria
- 7.5 Opportunities for self-assessment to agreed/predefined objectives/success criteria to aid metacognitive strategies
- 7.6 Feedback clearly results in progress over time in books and data
- 7.7 Acting on feedback is modelled to pupils clearly – often under visualizer with actual pupil’s learning
- 7.8 Feedback about the process rather than specific outcome is given to further develop metacognitive strategies
- 7.9 Feedback takes place at all stages of session – particularly during guided, collaborative and independent practice stages – consistent checks for learning linked to the lesson purpose
- 7.10 Feedback from previous learning links sessions together over time

Please visit: www.trinitylewisham.org for more information



Primary Phase Priorities 2020/2021



Long Term Memory

Sequencing Vocabulary Interleaving

Recovery Objectives Mapping and Sequencing Knowledge Drops

Sequencing Documents Dual Coding Concept Promotion

Teach to the Intent Shared Reading Abstract Terms

Subject Specific Approaches Retrieval Slides



Questioning

Challenge Retrieval Trinity Standard

Differentiation Subject specific CPD

Targeted questioning interleaving Peer teaching

Sentence Stems



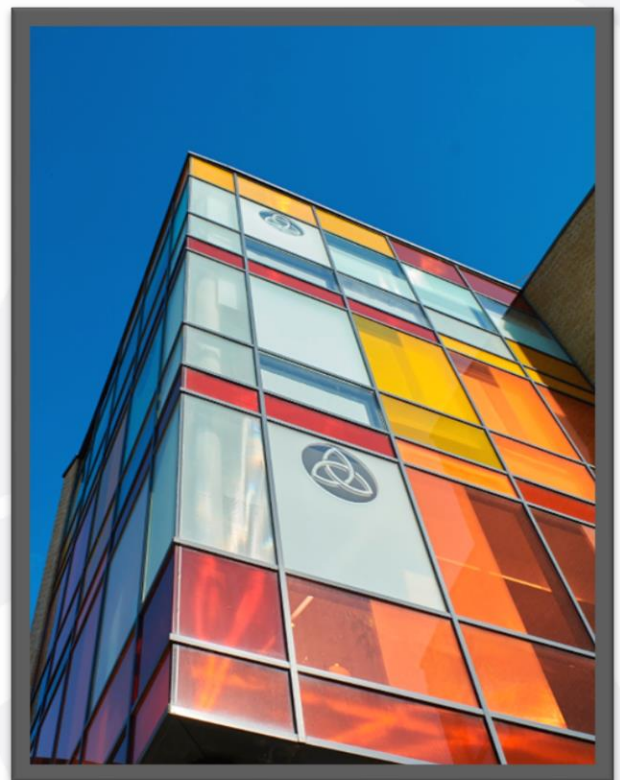
Confident Leaders

Celebration Opportunities CPD

Internal Communication Extended ownership Curriculum progression

External communication Quality assurance Subject knowledge

Awards Cross-school collaboration Implementation



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JOB ADVERTISEMENT



Trinity Church of England School Lewisham

Executive Headteacher: David Lucas BSc (Hons) MA NPQH
Secondary Phase: Taunton Road, Lee, London, SE12 8PD
Primary Phase: Leahurst Road, London SE13 5HZ

Trinity is a successful 4-16 co-educational Church of England school with a passion for learning.

Early Years Foundation Stage Leader Required for September 2022

Are you an EYFS practitioner eager to take the next step? Perhaps you are an EY lead in a school already, looking for a new challenge.

Would you like to join a sensational primary school situated in the heart of South East London?

Does working with in a highly skilled team that provides outstanding education to its children and invests in their staff's development sound appealing?

Trinity is the place for you!

We are currently looking to recruit a lead for our Early Years team.

We are looking for an individual who is passionate about education, who is forward thinking and who loves working with children. You will also be a great communicator, empathetic, enthusiastic, creative, organised, reliable and inspirational as well as uphold the highest standards across teaching and learning.

In return we will offer you excellent opportunities for professional development alongside a supportive SLT group who are working to improve the environment. The successful candidate will have a bespoke induction and training programme to support them in their role. If you would like to speak with the Head of School Amanda Harvey please email us at admin@trinity.lewisham.sch.uk.

If you think you can contribute to the future success of Trinity and wish to join our thriving community, please review our application pack and apply for the position. For any questions or if you wish to visit the school, please contact our Office Manager Mrs Uloma Ezirim on 0208 8523191, email u.ezirim@trinity.lewisham.sch.uk or visit our website for more information: www.trinitylewisham.org.

Closing date: 12 noon on 25th April 2022
Interview: 27th – 28th April 2022

Our governors are keen to ensure our staff is representative of our school's diverse community and would therefore welcome applicants from people from the BAME community.

Trinity is committed to safeguarding and promoting the welfare of children and young people