



Early Years Foundation Stage Leader/Class Teacher



Candidate Information



VISIONARY GUIDING FRAMEWORK

Caring, Inspiring, Achieving

Holtspur's staff and children embody
our school values:

Ready

Respectful

Safe

Kind

Unique

We are a friendly, single form entry school in Beaconsfield, at the heart of the community of Holtspur. We are fortunate to have excellent grounds and facilities, with a Children's Centre and a Pre-School on site. Our school is a child-centred place of learning where pupils feel secure, valued and happy. All of our children are unique and special and we aim to recognise and cater for their specific needs; developing talents and skills, overcoming difficulties and providing a wide range of opportunities.

Our vision for every child is 'Caring, Inspiring, Achieving' and all members of our school community work hard to help children be the best they can be, developing a positive and open attitude to learning and the confidence to persevere calmly and creatively. We foster caring attitudes underpinned by respect, good manners and showing empathy towards others. We work closely with parents, families and other



Dear Candidate,

Thank you for your interest in the post of Early Years Foundation State Leader/Classroom Teacher at Holtspur School & Pre-School. We are seeking to appoint an inspirational leader with proven outstanding classroom practice to start in post on 1st September 2024.

We are extremely proud of our friendly, community school and the children thoroughly enjoy their time with us. We have a thriving Pre-School and a fully subscribed ARP, which add immeasurably to the school community. Visitors to the school comment on the happy atmosphere and calm and creative focus on learning they see. All groups of children do well as they progress through the school.

Our goal is to continue to improve our school, rated GOOD in our most recent OFSTED inspection (July 2023), to allow us to offer the best opportunities for all of the children in our care. Holtspur School and Pre-School are embarking on an exciting journey towards excellence.

We have a dedicated, talented and enthusiastic staff at Holtspur, and a very strong collegiate ethos permeates the team. We are committed to supporting and developing the physical and emotional health and wellbeing of all the school's children and staff.

If appointed you will be joining a school with a supportive Governing Body and a vibrant PTA, with a local liaison group of leaders who work collaboratively.

You are most welcome to find out more by contacting me informally or by visiting the school prior to submitting your application.

Warm regards,

Lea McKellar
Headteacher



The Opportunity at Holtspur School

Details of this exiting role can be found at the end of this information pack which sets out our expectations for the successful candidate.

The successful applicant will be our Reception Class Teacher three days per week and EYFS Lead with sufficient release time to oversee and support our Pre-School.

The Application and Assessment Process

Please submit your application using the attached form. We ask that you limit your supporting information to two A4 pages. CVs will not be accepted. Helpful Tip – when completing an application, please refer to person specification for this role at the bottom of this pack.

The closing date for completed applications is **Noon Thursday 16th May 2024.**

The interview and assessment process will be held **WC 20th May 2024.** Further details of the timetable and expectations of candidates will be communicated as part of the invitation to interview following the shortlisting process.

Visits to the school are warmly welcomed and positively encouraged. Please contact the school office to make an appointment at office@holtspurschool.co.uk or call 01494 674325.

Holtspur School & Pre-School is committed to the protection and safety of its pupils and all posts within school are subject to an Enhanced Disclosure and Barring Service (DBS) check. References will be taken up prior to interview.

Please email your completed application form marked for the attention of Mrs Fennell to office@holtspurschool.co.uk or deliver to her at Holtspur School & Pre-School.

Holtspur School & Pre-School
Cherry Tree Road
Beaconsfield
HP9 1BH





About Holtspur School & Pre-School

Location

Holtspur School & Pre-school is situated in Holtspur, which is part of the South Buckinghamshire town of Beaconsfield. Set on the southern edge of the Chilterns, with excellent road and rail connections to London, Heathrow and the national motorway network, the area is a vibrant and growing community. Access to the M40 motorway is about 5 minutes, M4 and M25 in 15 minutes and M1 and M3 in 30 minutes.

Unlike many areas surrounding London, there are many established local families and a strong community feel. Many of the school's parents and staff grew up in the local area and were themselves pupils at the school.



Introduction to the School

We are a small and exceptionally happy, caring school, situated in quiet surroundings, with substantial grounds. Our mixed catchment, diversity and commitment to inclusion make our school a very special place and an integral part of the local community. Our Pre-School is the only Pre-School in the area offering private and fully funded places for 2-4 year olds between 8:30am and 3:30pm.

Holtspur School provides a safe and stimulating environment, where all children can learn and grow, educationally, personally and socially. Through our broad and rich curriculum, and wide range of extra-curricular opportunities, we aim to develop the full potential of each and every child in our care.

Our Additionally Resourced Provision (ARP) caters directly for pupils with developmental language disorder. These children are integrated into their year group and are valued members of our school community.

Our Aims

All our pupils are expected to achieve high standards of work and behaviour, showing continuous improvement. They are encouraged to develop personal qualities – respect, self-discipline, positive relationships, and enquiring minds; to be able to work independently and collaboratively and to care for themselves, others and the environment.



The Broader Curriculum

We are passionate about including opportunities Learning Outside the Classroom (LOtC) across our curriculum and are proud to hold a Silver LOtC quality mark. Our pupils benefit from a fantastic Outdoor Learning Classroom ("The Nest"), as well as our landscaped gardening zone, extensive grounds, pond and orchard. We have independent, expert music tuition for private instrument lessons. Our large sports field and playground are loved by the children and we participate in lots of inter-school sports events.

Parental and Community Partnership

At Holtspur we recognise that good relationships with parents and carers and the wider community are vital. The PTA is incredibly important in supporting those key projects the costs of which we would struggle to meet from our basic funding. Most recently they have funded a large project for the school to work with Chiltern Rangers to develop a Forest School as well as funding new washrooms across the school, and developed a new gardening zone for Learning Outside the Classroom to name a few. Each year they also support the school with themed learning days. Their fundraising activities are impressive, with an annual and large-scale fireworks display, Christmas and May Fairs and much more.

We regularly seek feedback about our school from the families in our community. In a recent survey of parents, at least 95% of parents strongly agreed or agreed that their child is:

Happy at school
Encouraged to work to the best of their ability
Safe
Making good progress in their work

We encourage two-way communication with parents, both formally and informally, with positive feedback celebrated and individual questions or concerns addressed immediately. Twice yearly parent evenings are also very well attended.

"My child loves school, her teachers and her classmates."

"Could not ask for more. Teachers are friendly, approachable, adaptable and go above and beyond."

"My children have been absorbed into Flourish on many occasions and this has benefitted them greatly."





Early Years Foundation Stage Leader/Classroom Teacher

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Holtspur School Job Description

Job Title:	Early Year Foundation Stage Leader/Class Teacher
Grade:	Main or Upper Pay (dependent on experience and qualifications) plus TLR allowance
Reporting To:	Deputy Headteacher & Headteacher
Overall purpose:	Take overall responsibility for the quality and standards of teaching and learning across the Early Years Foundation Stage, including Pre-School. Providing impact analysis and reports to the Senior Leadership Team, county advisors and governors as required.

Principle Duties:

Teaching and Learning

- Teach a broad-based curriculum to the assigned class or classes within EYFS to facilitate the acquisition of knowledge/skills and to promote the enjoyment in learning, using a variety of differentiated teaching methods which incorporate effective questioning and response and which are adapted to the audience (whole class, small group and individual teaching)
- Be responsible for the indoor and outdoor continuous provision environment which challenges, enhances and deepens prior learning, but also sparks new connections
- Develop lesson plans which have clear teaching aims, objectives, and lesson content and appropriately structured subject matter that match the range of needs of abilities of the pupils within the class, so that the lesson can be taught in person or by another suitably qualified teacher or HLTA
- Set clear and realistic individual pupil targets which are measurable and build upon prior knowledge or attainment in discussion with colleagues and the pupil concerned and to share these targets with the parents
- Plan and provide structured learning opportunities for all abilities including those with SEN and the more able which engage pupils' interest and which develop their physical, intellectual, emotional and social abilities, and implementing specialist advice as appropriate
- Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support
- Encourage pupils to reach their true potential, so that they become independent learners with a positive attitude towards: themselves and their own self-worth; the value of perseverance; life-long learning; participating within the wider community; and the well-being and opinions of others

Leadership

- To be a member of the Wider Leadership Team
- Develop and implement policies for the EYFS in line with our school's commitment to high-quality teaching and learning
- Have a good understanding of how well the EYFS is being delivered and the impact on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the EYFS
- To keep up to date with current developments in teaching and learning and in school improvement in the Early Years Foundation Stage and to share this with staff
- To ensure the school's aims and objectives for the EYFS are actioned and the progress is regularly reviewed and communicated to the SLT and governors

- To play a major role in the development of high-quality teaching and learning in the Early Years Foundation Stage. This will include the monitoring of curriculum planning and the giving of feedback and advice as well as assisting and supporting colleagues with the planning and delivery the EYFS curriculum
- To lead the Early Years Foundation Stage team in the delivery of a creative and stimulating curriculum
- To seek ways of sharing good practice in the Early Years Foundation Stage and to ensure dialogue about teaching and learning amongst school staff
- To ensure that the requirements of the Early Years Foundation Stage including arrangements for assessment and moderation are met
- To monitor and evaluate the impact of the policies, practices, targets and priorities in the Early Years Foundation Stage, identifying developments needed and working with the Head, Deputy and the Wider Leadership Team to achieve them
- To share in and support the strategic leadership of the school and to bring out the potential for leadership in others
- To work in partnership with the Head, Deputy and members of the Senior Leadership Team in the cycle of planning, implementation, review and evaluation of the School Development Plan
- To work in partnership and fully support the SLT in the implementation of school policies and practices and in the development of the school
- To be an excellent role model of outstanding practice to all staff
- To act as a line manager for all staff in the EYFS including performance management and ensuring individual professional development
- To actively develop relationships with parents and the wider community, including pre-school
- To manage the day to day staffing of the EYFS

Monitoring, Assessment, Recording and Reporting

- Systematically identify, monitor, assess, record and report the progress (academic and social) of pupils within the assigned class or classes using the results to inform future targets, planning, teaching and curricular development
- Quality mark pupils' work, including home learning according to the school marking guidelines
- Maintain a good working knowledge of the requirements of statutory assessment and reporting procedures
- Provide accurate and informative verbal and written feedback about individual pupil progress to parents/carers, pupils, colleagues, the next year teacher or next school
- Contribute towards the development of support plans, including the planning and recording of appropriate targets, actions and outcomes
- Prepare pupils for National Curriculum Assessments and support colleagues in administering National Curriculum Tests and supervising / invigilating tests where they are carried out in the normal classroom with the normal class

Curricular Knowledge and Understanding

- Maintain a thorough and up-to-date knowledge and understanding of the EYFS framework, Development Matters and the National Curriculum and in doing so support and assist the school's ongoing development of curriculum and the School Development Plan
- Maintain a good knowledge of any other statutory requirements related to pupils' education or welfare
- Keep up to date with research and developments in pedagogy and curriculum content

Professional Standards and Development

- To meet all Professional Standards for Teachers
- Critically evaluate resources and teaching and use this knowledge to improve the quality of teaching and learning
- Maintain a professional portfolio of evidence to support the relevant aspects of the appraisal process
- Plan and deliver CPD training informed by the staff's areas of development

Pastoral Duties

- Consider the pupils' safety and welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'

- Through the enactment of the School's Behaviour Policy and strategies, establish and maintain a high standard of pupil discipline and conduct by the use of praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident.
- Maintain a detailed knowledge of the pupils in the assigned class and use a counselling approach to help pupils explore thoughts, feelings and solutions to problems and to speak or take action on behalf of pupils as appropriate
- Contact parents or external agencies, if appropriate, after proper consultation with the SENDco team or Head teacher
- Establish a prompt and structured start to the morning and afternoon sessions, marking the register fully and accurately, collecting any letters of absence and reporting any unexplained absences or patterns of absence to the School Office

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that staff consider, at all times, what is in the best interests of the child.

- Staff have responsibility to provide a safe environment in which children can learn.
- Staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- A staff member who has any concerns about a child's welfare should follow the processes set out in KCSiE 2023.
- Staff should ensure that all safeguarding and child protection training is up to date and continue to develop relevant skills and knowledge to safeguard children effectively.

This post requires a DBS check as it is classed as regulated activity. An Enhanced DBS and satisfactory references will be obtained prior to commencement of employment. References will be sought prior to interview.

Signed:

Date:





Early Years Foundation Stage Leader/Classroom Teacher

Person Specification

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Job Title: Early Years Foundation Stage Leader / Class Teacher

Qualifications

Qualified teacher status or recognised equivalent (application form).

Experience

Teaching experience in the EYFS.

Pre-School experience would be desirable.

Successful experience of EYFS leadership is desirable.

Knowledge and skills

The ability to effectively:

- Create a stimulating and safe learning environment.
- Establish and maintain a purposeful working atmosphere.
- Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies.
- Understanding of high-quality teaching and learning strategies in the EYFS, and the ability to model this for others and support others to improve.
- Assess drawing from knowledge of the requirements of the EYFS profile, base line assessments and Phonics screening.
- Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.
- Encourage children in developing self-esteem and respect for others.
- Deploy a wide range of effective behaviour management strategies, successfully.
- Communicate to a range of audiences (verbal, written, using ICT as appropriate).
- Deploy support staff effectively, ensuring impact on pupil progress.
- Contribute towards annual review and EHCP documents, as well as ensuring targets are incorporated into provision mapping.
- Use the EYFS statutory framework and handbook.
- Build working relationships with staff and governors.
- Work under pressure and prioritise effectively.
- Maintain confidentiality at all times.

Commitment

Demonstrate a commitment to:

- equalities
- promoting the school's vision and ethos
- high quality, stimulating learning environments
- relating positively to and showing respect for all members of the school and wider community
- ongoing relevant professional self-development
- safeguarding and child protection