



**Early Years Leader  
(2 – 5 year olds)**

**Required January 2024  
MPS/UPS +TLR2b**

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## Woodlands Primary Academy

Dear Colleague

Thank you for expressing an interest in this exciting post.

At Woodlands Primary Academy we have some wonderful pupils, committed staff and a community that deserves the very best from their local primary Academy. Our pupils work hard, behave well and have great attitudes to learning. Parents have a very positive relationship with our school and are keen to support everything we do. Our staff are dedicated to what we are trying to achieve and are driving the Academy vision and values. There is a real team spirit at Woodlands, in a nutshell, this is a wonderful place to work and learn!

We are looking for an Early Years leader who has/will:

- Competence, expertise and a proven track record in Early Years.
- Model outstanding teaching on a regular basis.
- Drive high standards and expectations at all times.
- A strong sense of what brings success in a school with high levels of disadvantage and be able to demonstrate a clear track record of raising performance and of partnership working
- A deep understanding of what works in teaching and how to improve teaching quality
- Ensure standards of student academic and personal achievement
- Confident and uncompromising leadership of teaching and learning, behaviour, attitudes to learning and parental engagement
- Capacity to lead a team.
- Outstanding communication in both speech and writing
- An unfaltering commitment to student and staff development
- Strong leadership and manage teams to provide high quality learning for all children within a safe, secure, happy and caring environment
- A strategic direction of the school as an Early Years Leader and in doing this, enable the fulfilment of the vision for the school through the day-to-day support of decisions made.

The Governors, and our Sponsor South Pennine Academies Trust will ensure that Woodlands Primary Academy provides the very best educational success for our children. We will create a dynamic relationship between Governors, Sponsor, CEO and Principal which will be both challenging and supportive as we work together to create an outstanding Academy.

If you think that you are still right for the job then we look forward to receiving your application. If you wish to discuss the job in more detail then please do not hesitate to contact the Principal , Catherine Sharpe.

Yours faithfully

Mrs C. Sharpe

Principal

# Our Vision and Values at Woodlands

## Enjoy, Thrive, Aspire

At Woodlands Primary Academy we aim to create a nurturing school community, where children excel in their achievements and are inspired to continue learning in the future

### Woodlands Primary Academy nurtures its pupils by:

- Providing a safe, happy school in which pastoral care is given high priority by dedicated staff
- Expecting and promoting the highest standards of behaviour
- Giving children an excellent, secure start to their school experience in our Nursery and establishing positive relationships with parents
- Developing a strong sense of community and pride, with a “family feel” to the school

### Woodlands Primary Academy encourages its pupils to excel by:

- Striving for the highest possible standards of achievement across a broad, well-planned curriculum
- Using the extensive school grounds to stimulate a love of learning in all children
- Being inclusive and committed to providing for individual children's need

### Woodlands Primary Academy inspires its pupils to become independent learners by:

- Fostering a willingness to take risks and to persevere in new learning situations
- Celebrating individual strengths, talents and progress
- Promoting respectful attitudes and encouraging them to have a voice in the running of the school

**Enjoy :: Thrive :: Aspire**



## South Pennine Academies

**Woodlands Primary Academy is a proud member of South Pennine Academies.**

South Pennine Academies help us to reach our aims and objectives through tailored support.  
The vision, values and key priorities of the Trust are outlined below.

### Vision

- To develop a group of closely partnered academies
- To ensure all academies are world class Centres of Excellence for Teaching and Learning
- To ensure the Trust plays a pivotal role in improving the life chances of students
- To develop local solutions and partnerships to meet local needs
- To promote school improvement with inclusion and diversity at its core

**South Pennine Academies believes in school improvement through a partnership model.**

This brings drive, expertise and capacity to the school improvement agenda. We recognise and encourage each academy's unique characteristics and ethos, reinforcing their individual identities within their respective communities.

Working within a multi academy trust allows school to school support to flourish. Becoming part of our partnership will allow you to become a leader not a follower and be involved in shaping the partnership rather than having it shaped for you.

- Strong and Effective Leadership
- High Performing Staff
- Successful Students
- Engaged Community

# South Pennine Academies Partners



## THE SELECTION PROCESS

## How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Early Years Leader at Woodlands Primary Academy**, then you should:

- Follow the link below to apply via the My New Term website only. Late applications will not be considered. If you have any questions please telephone the school office on 0161 3595698 to speak to a member of staff.
- Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person / employee specification and the unique contribution that you could make to the future success of the Academy.
- Please ensure that your supporting statement section of your application is no more than 2 A4 sides of paper.

### Time table for the selection process:

- Closing date for applications: Monday 9<sup>th</sup> October
- Interview Notifications by: Monday 9<sup>th</sup> October
- Interview day: **Monday 16<sup>th</sup> October**

**Successful applicants will be required to undertake a Criminal Record Check via the DBS. Woodlands Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

# Job Description

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<b>Job Title</b>	<b>Early Years Leader</b>
<b>Salary Scale</b>	MPS/UPS + TLR2b
<b>Responsible to</b>	Principal
<b>Required for</b>	January 2024
<b>Academies:</b>	Woodlands Primary Academy

## Job Description

### **Core purpose:**

- Support the policies, ethos and vision of the school and actively promote high levels of achievement in the early years stage.
  - Secure excellent teaching for all staff to achieve high standards of learning and attainment across the school.
  - Formulate and promote the aims and objectives of the early years stage.
  - Lead on Early Years, securing a relevant and engaging curriculum and supporting staff with appropriate training and CPD. Support the Principal with Early Years data analysis and drive improvements and standards across the phase.
  - Support the Principal to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
  - Support with establishing and implementing a safe, calm and well-ordered environment for all pupils and staff, focussed on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
  - Secure an excellent curriculum and assessment strategy in your phase providing a high-quality education system that achieves high standards for pupils.
  - Promote excellent teaching in your phase by providing structured support, coaching and strategic direction to all teachers and support staff in the phase.
  - Promote excellent classroom behaviour and attitude to learning in your phase by taking the lead on structured support and coaching for all departments and support staff.
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- Use external and internal research and development to innovate and improve teacher practice across the phase providing a research-led approach.
  - Provide expertise in current curriculum and examination requirements in your phase to inform teaching, planning and learning so that pupils are best prepared for the next phase of their education.
  - Implement, track, monitor and evaluate whole academy quality assurance procedures in your phase, reporting regularly to the Principal.

- Provide data analysis in your phase for pupils, parents, teachers and senior team members that directly impacts on improving the quality of provision and teaching.
- Challenge underperformance and provide clear guidance and direction for improvement.
- Hold all staff to account for their professional conduct and practice.
- Lead by example to foster an open, transparent and equitable culture.
- Regularly report directly to the Local Academy Board providing information on quality assurance, innovation and strategic development planning.
- Build, develop and maintain effective relationships with parents and all members of the academy and wider community to enhance the education of all pupils.
- Uphold the highest standards of professional ethics, and support the Principal in ensuring that this impacts on all aspects of the academy decision making processes.
- Keep pupils safe and support the Principal and Safeguarding Team to implement and oversee the highest possible standards of child protection, prevent strategies and safeguarding throughout the academy.
- Undertake other duties and responsibilities as is reasonably directed by the Principal.

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### **Duties and responsibilities**

- Hold and articulate clear values and moral purpose, focusing on providing a high-quality education for all pupils.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, trustees and members of the local community.
- Lead by example – with integrity, creativity, resilience, and clarity – drawing on your own scholarship, expertise and skills, and that of those around you.
- Sustain wide, current knowledge and understanding of education and academy systems locally, nationally and globally, and CPD.
- Support the Principal in communicating a compelling academy vision empowering all pupils and staff to excel.
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' wellbeing.
- Support the Principal in establishing an educational culture of 'open classrooms' as a basis for sharing best practice within and between academies drawing on and conducting relevant research and robust data analysis.
- Support the Principal to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Hold all staff to account for their professional conduct and practice.

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in academy and in the wider society.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving academy.
- Support the Principal to shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Inspire and influence others – within and beyond the academy – to believe in the fundamental importance of education in young people’s lives and to promote the value of education.

### **Person specification**

#### **Qualifications**

- Qualified teacher status, degree level qualification, or equivalent
- Further relevant professional/academic study and evidence of CPD and knowledge of current issues in education.

#### **Qualities and knowledge – show evidence of:**

- Holding and articulating clear vision, values and moral purpose, demonstrating optimistic personal behavior, and positive relationships and attitudes.
- Understanding how to empower all pupils and staff to excel.
- Evidence of implementing, managing and evaluating change in a collaborative way.

#### **Pupils and staff – show evidence of:**

- Raising standards that have impacted positively on pupil attainment and teaching and learning.
- Significant experience in evaluating and using data to plan and improve pupil performance.
- A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the academy’s work.
- A commitment to valuing, supporting and encouraging the professional development of all staff members.

#### **Commitment**

Demonstrate a commitment to:

- Equalities and the Equality Act 2010
- Promoting the Woodlands vision and ethos
- High ethical standards

- Relating positively to and showing respect for all members of the South Pennine Academies and Woodlands Primary Academy and the wider community
- Ongoing relevant professional self-development
- Safeguarding and child protection

<u>Person Specification</u>	Essential /Desirable
<b>Experience and Knowledge</b>	
Qualified teacher status (as recognised by the Department for Education)	E
Successful completion of significant additional study relating directly to the education of primary-aged pupils and/or the management and organisation of a school.	D
Commitment to completing the NPQEY if not already completed	E
Participation in recent, relevant in-service training.	E
Substantial and high quality experience of teaching within the early year's foundation stage.	E
Knowledge and understanding of the role and responsibilities of the leadership team in a primary setting.	E
<b>Strategic Direction and Shaping the Future</b>	
Able to inspire, challenge, motivate, and empower others to carry the vision forward.	E
Is committed to: <ul style="list-style-type: none"> <li>– Establishing a collaborative vision of excellence and equality that sets high standards for every student.</li> <li>– Setting and achieving ambitions, challenging goals and targets.</li> <li>– Inclusion and ensuring everyone can achieve their full potential.</li> </ul>	E
<b>Teaching and Learning</b>	
Experience of delivering improvements and initiatives.	E
The ability to: <ul style="list-style-type: none"> <li>– Think strategically and to plan effectively in both the short and long term;</li> <li>– Embrace, lead and manage change effectively within an organisation;</li> <li>– Inspire, motivate and support pupils, staff, parents (and carers), governors and the wider community about the work of a school by setting and showcasing high expectations;</li> <li>– Consult, seek advice and be pragmatic when making decisions;</li> <li>– Motivate a body of staff and maintain their resilience in the face of adversity;</li> <li>– Use quantitative and qualitative monitoring to secure improved outcomes for groups of pupils e.g. disadvantaged.</li> <li>– Communicate effectively with, listen to, and learn from pupils, staff, parents (and carers), governors and other members of the community and collect examples of 'voice'.</li> <li>– Promote the professional development of all staff.</li> </ul>	E
Commitment to raising the academic and personal achievement of pupils significantly and to holding high expectations of all children.	E
A proven ability to deliver an adaptive curriculum to pupils with a diverse range of social, emotional, cultural, intellectual and physical needs.	E
Understanding of effective assessment in education and its use to promote the academic progression for pupils.	E

<p>The ability to:</p> <ul style="list-style-type: none"> <li>– Demonstrate a commitment to inclusion, ensuring all pupils have the opportunity to participate in a full range of curricular and enriched extra-curricular activities;</li> <li>– Promote a positive ethos and pride in a school and its physical environment together;</li> <li>– Develop and maintain high standards of behaviour among pupils;</li> <li>– Raise standards and significantly improve achievement;</li> <li>– Innovate to make learning inspiring and engaging for pupils.</li> </ul>	E
<b>Management</b>	
Understanding of school self-evaluation and the processes involved in becoming an effective self-evaluating school.	E
<p>The ability to:</p> <ul style="list-style-type: none"> <li>– Work co-operatively with a range of external agencies within a local area and beyond;</li> <li>– Delegate and manage staff workload effectively;</li> <li>– Use management information systems, in particular, IT systems to drive school improvement. knowledge of an IT system for school administration;</li> <li>– Manage finance and resources efficiently in accordance with the agreed priorities</li> </ul>	E
<b>Personal Attributes and Qualities</b>	
A strong commitment to safeguarding and promoting the physical and emotional health and well-being of students	E
An ability to manage change and stress as a member of the senior leadership team	E
Excellent written and verbal communication skills.	E
Approachable, reliable, energetic has presence and enjoys being highly visible to children, parents/carers and staff.	E
Values diversity and the unique contribution that every individual makes to the learning community.	E
Demonstrates professionalism, loyalty and integrity	E
Listen, reflect and communicate effectively	E
Tenacity, resilience and drive	E
A sense of humour	E