**Year Group Leader**

**Application Pack**

Location: **Dorothy Barley Junior Academy, Ivinghoe Road, Dagenham Essex RM8 2NB**

**REAch2 Registered address:**

REAch2 Academy Trust

Henhurst Ridge Primary Academy

Henhurst Ridge

Burton upon Trent

DE13 9TQ

[www.reach2.org](http://www.reach2.org)

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**Letter from 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 has academies based all across England and includes schools at various 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.

Steve Lancashire

Chief Executive, REAch2 Academy Trust

**The application process and timetable**

**Closing date for applications** – 22nd June 2020

**Interviews** – 25th June 2020

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

**The application**

You are invited to submit an application form, which is available together with this document.

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the online [Equality and Diversity Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u).

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 DBJA office via email at [office@d-barley-j.bardaglea.org.uk](mailto:office@d-barley-j.bardaglea.org.uk) or via telephone on 020 8270 4960

**Completed application forms and equal opportunities monitoring forms should be sent to:**

**Leigh Corris – lcorris@d-barley-j.bardaglea.org.uk**

**Background on REAch2**

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, 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. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

**Our cornerstones and touchstones**

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. 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.

The touchstones are:

* **Learning**: children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
* **Leadership**: we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
* **Enjoyment**: 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 will release in children their natural curiosity, fun and determination.
* **Inspiration**: inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
* **Inclusion**: we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
* **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements.
* **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

**You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org**

Post: Year Group Leader

**Job Description**

Salary: Main Scale + TLR

Responsible to: Headteacher and SLT

**Year Group Leader**

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.

**Scope:** Year Group Leader

**Responsible for:** Teaching staff and Support Staff within the year group.

**Duties:** The Conditions of Employment for School Teachers

(Document on Pay and Conditions) specify the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

**Responsible for:**

The Year Group Leader will work in partnership with the Leadership Team to secure Dorothy Barley Junior Academy’s success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement for all.

The main responsibilities for this post are:

* To act as a role model for your team in terms of attendance, punctuality, presentation, professionalism and organisation.
* To ensure the smooth day-to-day running of the year group.
* To work with the SLT to accelerate progress for all pupils in the year group.
* To support, develop and coach teaching and learning across the year group, so that the quality of teaching within year group is continually moving towards outstanding.
* To lead and co-ordinate assessment across the year group, maximising pupil and parental engagement.
* To support the day-to-day leadership in school, including keeping up to date with whole school organisational matters (calendars, dairies, emails, an awareness of what is ahead), adhering to deadlines.

# Job Purpose:

* To carry out the duties of a school teacher as set out in 2015 School Teachers’ Pay and Conditions Document.
* To provide strong leadership that results in the provision of first class teaching and learning opportunities for pupils and staff in the year group.
* To uphold the school’s values and ensure adherence to policy and agreed practices within the year group.
* To ensure the smooth operational running of year group.
* To ensure standards of behaviour and conduct within year group are exceptional.
* To ensure parents and carers are kept fully informed about school events and incidents which are specific to their child.
* To ensure that provision for SMSC is exceptional, within the year group and throughout school.
* To support community cohesion within the school

**The Post Holder will:**

* Develop a highly effective year team through developing effective systems and leading on staff training.
* Provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for children in the year group.
* Hold a clear and accurate understanding of standards within the phase and work in agreement with Subject Leaders and other members of the SLT to support teachers and teaching assistants to achieve the highest possible standards.
* In conjunction with the SLT, set strategic targets for teaching and learning and pupil outcomes in the year group.
* Understand trends in data, children at risk of falling behind, or those who need to catch up and timetable interventions appropriately.
* To present and formulate a coherent and accurate account of children’s performance and other data as required in a form appropriate for a range of audiences, including the SLT, Governors, the LA, the local community and Ofsted.
* Work with the Leadership team to monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary.
* Contribute to the School Evaluation Form.
* Work with other lead professionals to ensure the use of comparative data, together with information technology about pupils’ prior attainment, to establish benchmarks and set targets for improvement.
* Ensure that all teaching staff and non- teaching staff within the year group are committed to the school’s aims, and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational and personal success of all children.
* Support families with the induction and well-being of their child when they arrive in the year group.
* Ensure that parents are well-informed about their child’s attainment and progress.
* Develop an effective partnership with parents and help them understand how they can support their child’s learning and personal development.
* Involve parents in the learning process through workshops and events.
* Work to create and maintain high levels of staff morale.
* Communicate messages in a clear and timely fashion.
* Promote a culture of inclusion within the school where all views and values are taken into account.
* Ensure that classrooms and the surrounding areas are well maintained and displays are of a high quality.
* Ensure that policies are adhered to.
* Ensure the systematic teaching of basic skills is consistently high across the school.
* Timetable staff and resources, including staff absence cover where appropriate.
* Order resources required by the year group as needed considering budget limitations and ensuring best value for money.
* Support staff to deal with pastoral and behavioural issues, liaising with the pastoral team when appropriate.
* Ensure a consistent approach to the standards of behaviour, attendance and punctuality are implemented across the school.
* Ensure the quality of SMSC within the year group is exceptional.
* Communicate clearly to parents/carers ensuring they are well informed about their child’s curriculum, academic performance, wellbeing and upcoming whole school events – including at key transition points.
* Strengthen partnership and community working.
* Promote positive relationships and work with other colleagues in school and beyond, including external agencies.
* Act as an induction co-ordinator for NQTs, have responsibility for student on teaching practice and those volunteering or taking work experience within the phase.
* Accurately minute phase meetings.
* Produce reports and updates for the Headteacher and Governing Body as required.
* Schedule and attend school-based meetings with parents/carers of children within their phase as necessary.
* Carry out all other reasonable requests as required by the Headteacher.

**Person Specification**

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| --- | --- |
| Responsible for: | Educational, emotional and social development of each of the children which form the class allocated for each specific academic year.  Various curriculum areas with the changing needs of the school. |
| Teaching ability and curriculum understanding | * evidence of successful classroom practice   + - * a clear understanding of the NC, planning, assessment and of modern truly interactive primary school teaching techniques       * knowledge and experience of curriculum planning and assessment with particular regard to KS2.       * desire and ability to work closely as part of a team       * awareness of national trends and developments       * high expectations of self, pupils and staff       * clear and balanced views about pupil welfare and discipline       * understanding of child development and ability to recognise and respond to the individuality of pupils       * a commitment to the integration of children with special educational needs in mainstream school environment       * evidence of commitment to personal and professional development       * commitment to the involvement of parents in their children's learning       * Ability and willingness to teach across KS2.       * A good understanding of and commitment to interagency working |
| Personal qualities | * + - * well developed interpersonal skills and the ability to develop and maintain good relationships with staff, parents, and pupils       * personal and professional integrity       * ability to work under pressure while maintaining a cheerful disposition       * excellent organisational skills       * flexible attitude towards responsibilities in school |
| Management skills | * Awareness of the process of inspections of schools for monitoring and evaluating the quality of a school   + - * knowledge and experience of identifying and ordering equipment/resources and being a budget holder       * To be able to monitor, evaluate, lead and develop subject/s within the school       * an understanding of the role of governors       * experience in leading meetings (e.g. curriculum)       * experience of managing adults in the classroom       * experience of supporting and developing colleagues |
| Other qualities | * + - * commitment to the job and the school       * ability and commitment to work closely with, and support the SLT       * Willingness to contribute to all areas of school life.       * strong commitment to the importance of the school as part of the community.       * a strong belief in the importance of the development of the emotional, cultural/spiritual/sporting interests of the child       * a sense of balance - with a life outside of school       * sense of humour! |

**Person Specification**

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| **FACTORS** | **ESSENTIAL** | **DESIRABLE** | **MEASURED BY** |
| **QUALIFICATIONS AND SKILLS**   * Qualified Teacher status * Graduate * Clear communication/questioning skills – precise approach to written communication * ICT competent – Able to use IWB * Able to inspire children’s interest in learning | Essential  Essential  Essential  Essential  Essential |  | A  A  O I A  O  O |
| **SPECIAL KNOWLEDGE, ABILITIES AND/OR EXPERIENCE**   * Knowledge of strategies to support learning, progress and standards across the curriculum in KS2 – evidence of impact on progress * Knowledge of how ICT can be used to support/ enrich learning * Effective classroom management skills – able to provide an effective environment for learning * Clear understanding of the role of assessment in the development of learning * Successful record of teaching within primary | Essential  Essential  Essential  Essential  Essential |  | A R O I  A    O  A O I  A O I R |
| **PERSONAL QUALITIES**   * Flexibility of approach * Well organised * Supportive – able to work as part of a team * Able to respond to and seek advice | Essential  Essential  Essential  Essential |  | R  O R I  R  R |
| **INTEREST AND MOTIVATION IN THE JOB**   * Enthusiasm for children’s learning | Essential |  | O I R A |
| **\*Key: A=Application, R=Reference, O=Observation, I=Interview** | | | |