



new wave federation

APPLICATION PACK
EARLY YEARS EDUCATORS



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Welcome Letter from the Executive Headteacher

Dear Applicant,

Thank you for your interest in our advert for the post of Early Years Educators at New Wave Federation. The schools within the Federation are Grazebrook Primary School based in Stoke Newington, Shacklewell Primary School based in Dalston and Woodberry Down Community Primary School based in Manor House. The New Wave Federation was created in April 2016. Our schools federated after forming long term partnerships sharing expertise of best practice in all areas of education. We are very excited about this continued opportunity to raise standards and share our learning experiences. We are delighted that you would like to be part of this and welcome you to join us as we embark on this journey. This position is for either one of our schools within the federation.

This pack has been put together to help you with the application process. If you would like to visit the school for a tour to learn more, we are happy for you to contact us. If you have any questions that you would like to ask please do contact **Ms Alia Choudhry, Federation School Business Manager on 020 7254 1415.**

The role requires someone who is passionate about children's learning and who has a rich knowledge and understanding of how learners learn. The right person will be someone who is up to date with 21st century education, who can use new technologies and who is creative and resourceful. Our parents and carers want the very best education for their children and so do we.

The successful applicant will work in close collaboration with the Executive Headteacher who oversees the leadership of all the schools. The successful candidate will also work closely with the Senior Leadership Team and staff from our federated schools, so will be able to draw on the experience and skills that exist in the federation.

Our schools are vibrant, diverse and inclusive. There are challenges but also great rewards in the work here. If you are an effective communicator, have vision, energy and believe that every child can and will succeed, we would like to meet you.

Kind regards,



Mrs Nicole Reid
Executive Headteacher

About our Schools



Grazebrook Primary School – OFSTED 2012

Grazebrook Primary is a larger than average-sized school. The proportions of pupils from minority ethnic backgrounds and those for whom English is an additional language are well above average. The proportion of disabled pupils and those who have special educational needs is smaller than average. Most of this group have moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is above average. The school has gained many accreditations, including Primary Science Silver Quality

Mark, Sing Up Silver, and the Rights Respecting School award. The school runs a daily breakfast club and after-school club. The New Wave Teaching Alliance is based at the school. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

At its last OFSTED inspection (February, 2012) it was reported that the school is an Outstanding school.

Shacklewell Primary School – OFSTED 2018

You have a clear vision for the school and are supported by highly skilled teaching staff at every level, and knowledgeable governors. Consequently, from the day they start at Shacklewell, all pupils make excellent progress in their learning. Pupils talk positively about all aspects of the school's provision; the exciting curriculum and the many enrichment opportunities on offer. A strong sense of inclusion permeates the school with a commitment that every pupil achieves the very best possible outcomes. Inspiring and motivating quotes, displays, and 'maker spaces' in classrooms, all encourage pupils to challenge their thinking further and to investigate. Pupils confidently share their 'yes we can!', have-a-go attitude, persevering and enjoying all the school has to offer. The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during the short inspection, I am of the opinion that the school has demonstrated strong practice in certain areas. This may indicate that the school is improving towards being outstanding. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

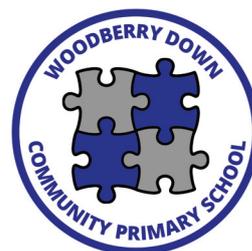
At its most recent OFSTED inspection (January, 2018) it was reported that the school is a Good school and is awaiting a section 5 inspection.



Woodberry Down Community Primary School – OFSTED 2012

Woodberry Down Community Primary School is a larger than average sized primary school where most of the pupils are from ethnic minority backgrounds. The majority of pupils are learning English as an additional language. A significant minority of these are at the early stages of language acquisition. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. Many more pupils than in most schools join or leave partway through their primary education. The proportion of pupils known to be eligible for free school meals is well above average. A large minority of pupils are refugees. The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress. This is an outstanding school where the life chances of all pupils are maximized. Pupils' achievement is outstanding. The Apple Regional Teaching Alliance is now based at this school which was awarded to the New Wave Teaching Alliance.

At its last OFSTED inspection (June, 2012) it was reported that the school is an Outstanding school.



Job Description

Post Title:	Early Years Educator (Level 3)
Responsibility:	Executive Headteacher / Headteacher / Line Manager
Accountable to:	New Wave Federation Governing Board
Salary:	6 (point 18 – 20) £28,752.00 - £29,796.00 pro rata term time only
Times / Hours:	33.5 hours 8.30am - 4.00pm plus 1 hour planning
Direct Reports:	Teacher and other Ancillary staff

Job Summary

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
- Planning, preparing and delivering learning activities for individuals, groups, or whole class.
- Monitoring, assessing and recording and reporting pupils progress.

Main Duties

Support for Children

- Participate in curriculum planning and evaluation, contributing own thoughts and ideas to termly, weekly, daily plans and Individual Education Plans (IEP's).
- Prepare the learning environment, assisting in the organisation of the room arrangement and resources. Valuing and displaying children's work.
- Take responsibility for a small group of children for varying types of activity, under the direction of the teacher.
- Support children who are identified as having Special Educational Needs (SEN), or English as an Additional Language (EAL), by organising the implementation of IEPs set by other professionals.
- Accompany children on outside activities (eg. educational visits, etc.).
- Encourage children's development, independence, self-reliance, initiative and problem-solving skills.
- Observe children's activities and contribute to their written records.
- Work in a non-discriminatory way, being aware of differences and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential.
- Maintain respectful and genuine interaction with children using warm and responsive communication strategies, which are appropriate to children's needs.
- Be supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement.

To be a Key worker of a group of children:

- Overseeing the introduction and settling in process for children and families into the school, including initial home visit with parent, giving initial information on school policies.
- Taking responsibility in planning, tracking and evaluating.
- Setting individual targets and monitoring progress.
- Carrying out a full record keeping programme for each child according to school policy.
- Liaison with inclusion manager as required. Ensure that all groups of children make good progress
- Liaising with other professionals involved in the child's welfare (speech therapist, health visitor, support teacher etc.).

Whole School Improvement

- Report back to the Headteacher on an on-going basis to with reference to health and safety issues
- Liaise with SEN/EAL/EMAS staff as required. Ensure that all children with EAL/SEN/EMAS make good progress. Develop a close partnership with families from minority ethnic groups.

Safeguarding the health, safety and welfare of the children:

- Maintaining high standards of hygiene.
- Attending to the needs of sick or injured children. Applying First Aid as necessary, recording accidents and attending to children who are unwell until they are collected.

Providing personal care to individual children in the areas of every day activity, as required:

- Dressing and undressing children whenever necessary throughout the day, arrivals, departures, playtimes and Physical Education (P.E.) classes.
- Support with feeding at lunchtime and snack times where necessary.
- Moving and handling children, where necessary, following Health and Safety guidelines.
- Support children with toileting and occasionally changing incontinent children who have soiled.

Extending own skills and knowledge:

- Attending in-service training, participating job reviews/appraisals in line with school and LEA procedures.



General Duties

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

- Take part in the schools performance management system.
- Enhanced DBS check.
- You must promote and safeguard the welfare of children that you are responsible for
- Strong commitment to furthering equalities in both service delivery and employment practice
- Due to close contact with pupils and high exposure to bodily fluids you will require a Hepatitis B vaccination.

Person Specification

	Essential
Qualifications	NNEB Level 3 qualification or equivalent
Experience	Working with or caring for children at Foundation Stage, including those who may have special needs Experience in working in an Early Years setting (at least two years)
Knowledge	A sound understanding of early childhood development and learning A good working knowledge of the EYFS curriculum First aid training/training as appropriate is desirable Understanding of relevant policies/codes of practice and awareness of relevant legislation An understanding of Child Protection / Safeguarding issues and procedures
Skills	Good numeracy and literacy skills Effective use of ICT to support learning Ability to relate well to children and adults Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these Ability to self-evaluate learning needs and actively seek learning opportunities Displays commitment to the protection and safeguarding of children and young people

Application Process

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all the criteria identified in the selection criteria.

Candidates are advised that when completing the references section on the application form to please ensure that:

- Your first referee is your current, or most recent, employer;
- You provide a referee who can attest for your ability to work with children; and
- If you do not have an employment referee, please provide details of a tutor, lecturer or someone who can provide an appropriate character reference.
- Please explain any gaps in your employment/education history and reasons for these gaps, continuing onto an additional page if necessary.

Candidates must ensure that if they are successful at interview, that they are able to provide evidence of their Right to Work and Remain in the UK. We are fully committed to following all safeguarding procedures. The school is not able to employ any person who cannot validate their Right to Work and Remain in the UK in line with the Asylum, Immigration and Nationality Act 2000.

Completed application forms must be received by **12pm Friday 22nd March 2019** and interviews are week commencing **Monday 1st April 2019**. Please be advised that if you do not hear from us within two weeks of the closing date, you have not been short listed on this occasion.

If you have any queries or require any further information, please contact Ms Alia Choudhry, Federation Business Manager on 020 7254 1415 or achoudhry@newwavefederation.co.uk

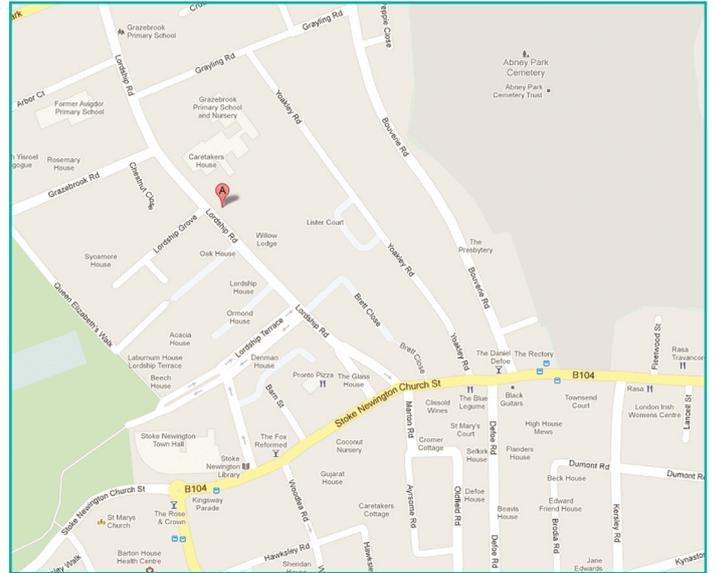
If you would like to have an informal discussion about the post then please contact me via email at nreid@newwavefederation.co.uk

We look forward to receiving your application.



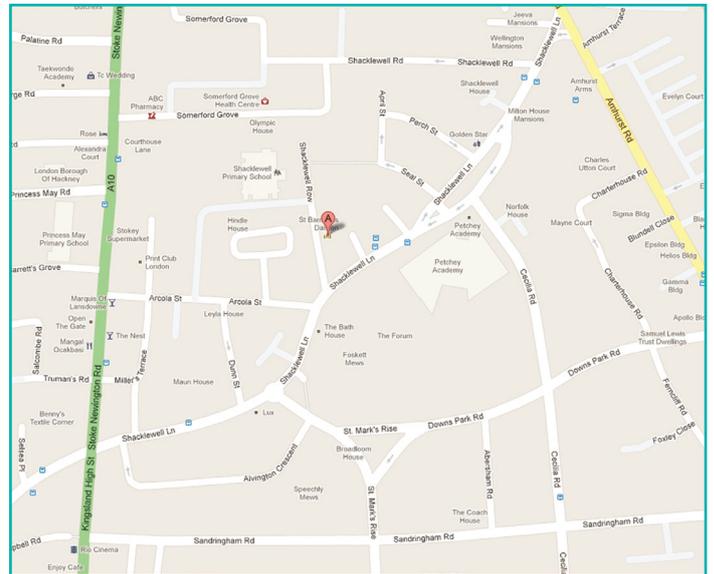
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