



Job Description	Assistant Headteacher (EYFS/ KS1 & Curriculum)
Salary Range	L4-L9

Purpose of Job:

To fulfil the requirements set out in the current Pay & Conditions document relating to the conditions of employment of teachers and the current "Teaching Standards".

To play a major role under the direction of the Executive Headteacher, Head of School and Deputy Head of School in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school.

Key Accountabilities/Duties & responsibilities:

The Assistant Headteacher under the direction of the Executive Headteacher, Head of School and Deputy Head of School, will:

- Support the leadership, development and management of teaching and learning of pupils in the Early Years Foundation Stage and Key Stage 1.
- Take a leading role in monitoring and evaluating standards across the Early Years Foundation Stage and Key Stage 1.
- Be a leading professional, actively promoting effective teaching and learning practices across the Early Years Foundation Stage.
- Oversee the school's curriculum development, identifying and leading strategies to further improve provision.
- Work with subject leaders to plan and design a curriculum that ensures that the teaching of core subjects are underpinned by cross curricular links with a broad curriculum context.
- Carry out the professional duties of a teacher plus any other management and leadership duties that can be reasonably asked under the direction of the Head Teacher.
- To be a member of the Designated Child Protection Team dealing with child protection and safeguarding issues, providing advice and support to staff and liaising with the other agencies.
- Be responsible for the education and welfare of the children in the allocated phase of the school (where applicable).
- To proactively support the ethos of the school by maintaining an agreed professional conduct (e.g. engaging in meetings, meeting deadlines, responding to pressure in a productive manner).
- To assist the Headship Team in the establishment and maintenance of good relationships through sound communication and consultation procedures with the whole school community.

Your immediate responsibility is to the Executive Headteacher and Head of School

Specific Managerial Responsibilities:

Leading the EYFS and Key Stage 1 Phases

- a. Support the Headship Team in:
 - Responsibility for the EYFS and KS1 phases ensuring the school meets its statutory requirements
 - Developing action plans in order to bring about improvements

- Ensure inclusion and equal opportunities for pupils and staff are effectively promoted
- Promote and support extra curricular activities within EYFS and Key Stage 1

Leading Learning and Teaching & Curriculum:

- a. Work with the Headship Team to raise the quality of teaching and learning and pupil's achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes
 - establish creative, responsive and effective approaches to learning and teaching with particular responsibility for coordinating, developing and shaping our ABC curriculum
 - instill a culture of creativity and ambition within the subject leadership teams leading to ongoing curriculum development and a school year infused with innovation and opportunity
 - ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
 - demonstrate and articulate high expectations and set stretching targets for the whole school community
 - implement strategies which secure high standards of behaviour and attendance
- b. provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning
 - provide effective feedback to staff on performance using an agreed framework
- c. develop whole staff, subject teams and individuals to enhance performance
 - undertake coaching and mentoring
 - plan, organise and deliver staff meetings, where necessary bringing in outside speakers
 - keep abreast of the latest developments in the area and disseminate effectively to other members of staff
- d. plan, delegate and evaluate work carried out by team(s) and individuals
- e. create, maintain and enhance effective relationships
 - regular meetings
 - use team communication model to resolve issues

Strategic direction

- b. Support the Headship Team in:
 - ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
 - demonstrating the vision and values of the school in everyday work and practice
 - motivating and working with others to create a shared culture and positive climate
- c. assist the Headship Team in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision, consistent with the procedures in the school self evaluation policy
 - hold staff accountable for agreed benchmarks/curriculum targets throughout the school
 - take an active role in all stages of the School Self Evaluation Cycle
 - contribute to the completion and regular updates of the Ofsted Self Evaluation Form
- d. create costed subject development plans which contributes positively to the achievement of the school improvement plan and which actively involves all staff in its design and execution
- e. develop and implement policies and practices for the subject/area(s) which reflect the school's commitment to high achievement and consistent with national and local strategies and policies
 - promote high expectations for attainment
- f. establish short, medium and long term plans for the development and resourcing for the specific areas of responsibility
- g. work with outside agencies and stakeholders to inform future action
 - attend meetings/training as required
 - liaise with the Trust as appropriate

Developing Self and Working with Others

- a. work with the Headship Team to build a professional learning community which enables others to achieve.
- b. support staff within your team, and within the whole school in achieving high standards through effective continuing professional development
- c. be committed to own professional development.
- d. Implement successful performance management processes with allocated team of staff
 - treat people fairly, equitable and with dignity and respect to create and maintain a positive school culture
 - build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
 - acknowledge the responsibilities and celebrate the achievements of individuals and teams
 - develop and maintain a culture of high expectations for self and others
 - regularly review own practice, set personal targets and take responsibility for own personal development
 - To undertake annual Performance Management, setting and agreeing targets linked to school improvement priorities with the Headship Team

Strengthening Community

- a. work with the Headship to engage with the internal and external school community to secure equity and entitlement.
- b. work with the Headship Team to collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools.
- c. work with the Headship Team to work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.
 - collaborate with other agencies in providing for academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
 - seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community

Support TEFAT Ethos

Put children first

- We trust and value your professionalism
- We share the responsibility for the learning and welfare of all of our children
- Our purpose is to improve the lives of children

Be safe

- Don't assume that someone else will do it
- Look after yourself, your colleagues and all children
- We are all responsible for each other's safety and well being
- Discuss any concerns with an appropriate member of staff

Be kind & respect all

- People are allowed to be different as are you
- Kindness creates the positive environment we all need to flourish
- This kindness should extend to ourselves as well as to others

Be open

- If you can see a better way, suggest it
- If someone else suggests a better way to you, consider it
- We exist to nurture innovators and support those who take informed risks in the interests of children

Forgive




















- We all make mistakes
- Admit them, learn from them and move on






















Make a difference

- Making the world a better place starts with you
- Model the behaviour that you would like to see from others

Assistant Headteacher (EYFS & Curriculum) Person Specification

This Person Specification is related to the requirements of the post as determined by the job description. Shortlisting is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

Description:	Essential	Desirable
Professional Qualifications		
• Qualified teacher status		
• Evidence of professional development in preparation for school leadership, gained within the last two years		
• Evidence of further professional development (e.g. MA, etc)		
Knowledge and Experience		
• A well-grounded and inspirational individual with recent experience of phase leadership in a primary school setting		
• Evidence of driving up standards of teaching and learning to ensure excellent outcomes for pupils, including reducing the gap for disadvantaged pupil groups		
• Evidence of developing, and successfully implementing, whole school strategies to raise standards		
• Outstanding classroom practitioner with the ability to inspire others		
• Knowledge and understanding of the wider educational agenda and how that impacts on school life		
• In depth knowledge of the statutory requirements pertaining to schools		
• Extensive knowledge of safeguarding procedures and experience of dealing with them		
• Proactive in generating fundraising opportunities		
• Experience of working with digital communications technologies		
• Experience of adhering to financial procedures and of managing a significant school budget with probity		
• Experience of teaching in more than one Key Stage		
• Successful teaching experience in different schools		
• Experience of achieving successful outcomes in Ofsted inspections		
Leadership and Management		
• A leader with presence and visibility, who inspires, motivates and empowers others, restless to continue improving the quality and robustness of the teaching team and the outcomes for children		
• A person who sets high standards and holds people to account		
• Proven track record of leading others, appointing staff, conducting appraisals and managing performance		

<ul style="list-style-type: none"> Evidence of successfully developing teams of professionals, delegating effectively and managing change 		
<ul style="list-style-type: none"> Has a thorough grasp of whole school data and how to use it to drive further improvements 		
<ul style="list-style-type: none"> Is articulate and approachable with excellent communication skills, both verbally and in writing 		
<ul style="list-style-type: none"> A strategic thinker with the ability to analyse, prioritise, operationalise and meet deadlines 		
<ul style="list-style-type: none"> Highly organised, with the ability to anticipate and manage in a complex and changing environment 		
<ul style="list-style-type: none"> Evidence of working with the Governing Body and staff to manage the preparation, implementation and monitoring of the School Plan and self-evaluation process 		
<ul style="list-style-type: none"> Experience of working in partnership with parents, other schools and Local Authority, and commitment to the collaborative ethos of local partnerships 		
<ul style="list-style-type: none"> The ability to implement and evaluate appropriate evidence based improvement plans and policies 		
<ul style="list-style-type: none"> The ability to develop others through inspirational leadership, managing teamwork, issues, conflict and influence change by pursuing collective goals 		
Teaching and Learning		
<ul style="list-style-type: none"> Understanding of the national changes within education, including curriculum, assessment and Inspection frameworks 		
<ul style="list-style-type: none"> Experience of organising and implementing the curriculum, establishing creative and effective approaches to teaching and learning 		
<ul style="list-style-type: none"> Experience of securing high standards of behaviour and attendance, ensuring an ethos of challenge and support 		
<ul style="list-style-type: none"> The ability to ensure an inclusive environment, taking account of the richness and diversity of the school community, promoting positive strategies for challenging prejudice 		
Safeguarding		
<ul style="list-style-type: none"> Have good knowledge of Child Protection and Health and Safety Legislation and understand the role of Designated Safeguarding Leader 		
<ul style="list-style-type: none"> The ability to promote and safeguard the welfare of all the children within the care of our school 		
<ul style="list-style-type: none"> The ability to maintain and develop a 'culture of vigilance' with regard to safeguarding and child protection 		
Personal Qualities and Attributes		
<ul style="list-style-type: none"> A reflective person, living by a clear set of values in sympathy to the academy trust 		
<ul style="list-style-type: none"> A person with a passion for children's learning and development, and a genuine respect of 'childhood' with a commitment to securing the best outcomes for children 		
<ul style="list-style-type: none"> A caring, people person who is approachable, empathic and who demonstrates commitment to the well-being of staff, as well as pupils 		
<ul style="list-style-type: none"> Demonstrates experience in building a total school community, actively including staff, pupils, parents and governors 		
<ul style="list-style-type: none"> A person who is collegiate in approach, who works well with others in local networks and communities 		
<ul style="list-style-type: none"> A person with energy and initiative who can manage their own time effectively in order to achieve challenging goals 	