

Assistant Headteacher - EYFS and Year 1

Job Description

Post: Assistant Headteacher - EYFS and Year 1

Responsible to: Headteacher

Salary: £61,789 to £67,928 per annum Leadership Point Range 11 to 15

Staff Supervised: Year R and Year 1 Leaders/Teams

Responsible for: EYFS and Year 1

Contract: Permanent 1.0 FTE

Job Purpose and Accountability

- To work with the Headteacher to provide professional leadership for EYFS/Y1 which will secure rapid progress for all and strong attainment.
- To model and deliver high quality education for all pupils which will lead to improved outcomes of learning and achievement.
- To work in cohesion with the Headteacher and SLT to ensure the provision enables each child to 'be the best they can be.'
- Lead a team of Teaching and Support Staff and, by example, setting and modelling high expectations which inspire and motivate colleagues.
- To ensure consistency in EYFS and Year 1 and strong transition between each phase.
- In addition to carrying out the professional duties of a teacher (as described in the 'School Teachers' Pay and Conditions Document').

General Duties and Responsibilities:

- To support the Headteacher in the day to day organisation of school systems.
- Work in partnership with the Headteacher and SLT to develop a strategic view for the best practice of Inclusion across the School.
- Be a highly visible presence within the school as a whole, and model expectations and standards to staff and pupils.
- Promote the highest standards of pupil behaviour, conduct and attitudes.

Key Tasks and Activities

- Operational development of Early curriculum, ensuring quality provision, good use of all resources, focussed monitoring and reviewing leading to consistent quality provision.
- Contribute to school self-evaluation, particularly with respect to provision for EYFS.
- Ensuring quality consistent provision for early Reading, Writing and Maths.
- Ensure all staff are using assessment for learning effectively and meeting the needs of our children.
- Ensure all provision is attractive, welcoming, organised and resources easily accessible.
- Ensure timetables, policies, practises are followed.

- Team teach, coach and mentor staff to ensure they are being supported to 'be the best they can be'.
- Be aware of the provision available in the local offer and make strong links with local specialists.
- Work effectively with all stakeholders including early years providers, other schools, to ensure best provision and practice.
- Be informed about data of children across EYFS and Y1 knowing strengths and areas of focus.
- Model best practice for teachers and support staff, enable staff to evaluate effectiveness of their provision.
- Be proactive and positive with all stakeholders.
- Communicate regularly and effectively with parents/carers.
- Identify pupils who may be in need of additional support.
- Model best practice in delivering interventions for specific pupils, and in small groups as needed.
- Create an environment that supports all pupils to reach their full potential.
- Promote enhancing the curriculum and extra-curricular activities.
- Be proactive and consistent in promoting positive behaviour and following school policies.
- Work to make Cippenham School an attractive, positive, learning environment.
- Be committed to becoming the 'best you can be'.

Leadership & Management

- Act as a positive role model to staff, maintaining high professional standards and high levels of care.
- Coach, mentor, support Year Team Leaders to ensure best quality provision for all children is in place, assessment for learning is utilised and policies / practices are followed consistently.
- Establish and maintain effective communication systems with teaching and support staff.
- Lead the professional development of staff by example, providing support and leading INSET, as appropriate.
- Efficient and effective deployment of staff and resources.
- Work flexibly in the presence of the Headteacher to assist the smooth day to day management of the school working closely with staff of all designations.
- Undertake professional training for all aspects of school leadership and management and keep up to date with new initiatives across EYFS and Year 1.
- Assist the Headteacher in the performance management of staff.

Professional Skills

- Provide a model of consistent good quality teaching.
- To be able to share expertise in teaching and learning with colleagues and leaders.
- To be resilient when receiving and delivering feedback.
- To demonstrate a growth mindset and be open to significant collaborative working.
- To model best practice for teachers as a part of the whole school and team

Vision

- Work with the Headteacher to establish commitment to a shared vision for the school; lead by example to inspire and motivate staff, parents, children and Community Councillors.

Ethos

- Work with the Headteacher to consolidate an ethos which promotes high aspirations, effective teaching and learning and which sustains inclusion and improvement in the development of all pupils.
- Be committed to making Cippenham School 'the best it can be'.

Strategic Planning

- Work with the Headteacher to develop and implement a strategic plan, underpinned by sound awareness of resources and a range of data, which identifies priorities and targets for school improvement.

Professional Conduct

- As a Senior Leader within the school, demonstrate consistently high standards of principled and professional conduct, uphold and demonstrate the school and Trust's values and principles within the Teachers Standards.

Monitoring and Evaluation

Support the maintenance of effective teaching and learning by:

- ◆ Being an experienced, strong EYFS and Year 1 practitioner.
- ◆ Working with colleagues to enhance teaching and learning practices to provide all children with the best possible provision.
- ◆ Review planning to ensure it does meet the needs of all our pupils.
- ◆ Review pupil learning. celebrate but have the mindset to ask questions to further improve.
- ◆ Analyse pupil progress, for example by gender, SEND and PP, using tracking systems to set targets and inform school improvement.

Accountability

- Effectively communication with all key stakeholders.
- Ensure that parents are well informed about their child's areas of development, learning, and progress.
- Ensure that channels of communication are used effectively within the school.

- Present a clear and accurate account of pupil performance in areas for which you are responsible e.g. specific groups of children, for a range of audiences including the Trust, OFSTED and others.
- Undertake any professional duties of the Headteacher reasonably delegated to the post holder by the Headteacher.
- All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards across the school.

Safeguarding Children

- The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- The successful candidate will require an enhanced DBS clearance.

The post holder will be expected to work in partnership with all school staff including the Senior Leadership team, parents/carers, internal and external visitors and members of The Elliot Foundation Academies Trust to provide an efficient and flexible delivery of a range of services. The post holder may be expected to undertake any other reasonable duty as directed by the Senior Leadership Team including the Headteacher.

Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not be identified. Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description. This post is subject to Enhanced Disclosure procedures. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the postholder.

Name: _____ **Date:** _____

Signature: _____

Headteacher Signature: _____ **Date:** _____

Assistant Headteacher – EYFS and Year 1

Person Specification

Qualifications, Knowledge, Skills and Experience	Essential Qualities	Desirable Qualities
An EYFS relevant honours degree (or equivalent)		✓
Qualified Teacher Status (QTS)	✓	
A proven track-record working as an outstanding teacher in an Early Years Setting in the last three years. Confident and experience of delivering EYFS and National Curriculum	✓	
Experience of teaching in Year R	✓	
Experience of teaching in Year 1		✓
Previous experience in leading the practice of others through coaching or through delivering training, and leading/managing a team (demonstrating and articulating a clear vision to all others)	✓	
Specialist knowledge: <ul style="list-style-type: none"> • Demonstrable knowledge of the Early Years Statutory Framework • A proven knowledge of the changing national education agenda • Strong understanding of statutory educational frameworks, including Child Protection and Special Educational Needs 	✓ ✓ ✓	
Experience of delivering a Phonics Programme	✓	
Knowledge and understanding of the importance of the safeguarding of children within a school setting	✓	
A good understanding of rapid school improvement with the ability to drive change.	✓	
Analytical Skills <ul style="list-style-type: none"> • Ability to assimilate large amounts of information in order to make effective decisions in the best interests of pupils and staff • Ability to use data and strategic information to improve the quality of teaching and raise pupil achievement 	✓	
A clear understanding of the statutory requirements and processes relating to teaching and learning.	✓	
Excellent organisational and administrative skills, with a commitment to ensure high standards at all times.	✓	
Ability to inspire and motivate staff and pupils and retain the trust of parents	✓	

The ability to work under pressure, prioritise tasks appropriately and to meet deadlines.	✓	
Experience of managing staff, undertaking appraisals and supporting CPD to achieve common objectives.	✓	
Excellent interpersonal, oral and written communication skills, with the ability to remain impartial and work sensitively, observing and maintaining confidentiality appropriately.	✓	
Reliable and resilient, with the ability to be flexible and adapt to changing workloads.	✓	
Confident, driven, aspirational, ambitious, ability to work independently, working effectively as part of a team.	✓	
Willingness to play a part in the wider life of the school e.g. school community events and Elliot Foundation Academies Trust events.	✓	
Willingness to engage in further continuing professional development (CPD); to undertake relevant training and keep knowledge up to date.	✓	