



Fradley Park Primary and Nursery School

Job Specification for Assistant Headteacher/SENDCo with responsibility for leading EYFS

This Trust is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. An enhanced disclosure check will be a requirement of the post.

| | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> • Qualified Teacher Status • The National Award for Special Educational Needs Co-ordination (NASENCO) • Evidence of further professional development | <ul style="list-style-type: none"> • Willingness to undertake further professional development • Forest School Accredited Training |
| Experience | <ul style="list-style-type: none"> • Recent and relevant experience at teaching within the Early Years Foundation Stage (EYFS) • Evidence of working and leading as part of a team • Recently held position of SENDCO | <ul style="list-style-type: none"> • Teaching within KS1 • Experience of planning and leading forest school provision |
| Knowledge and Understanding | <ul style="list-style-type: none"> • Knowledge of the Statutory Framework for the EYFS and its overarching guiding principles, the revised Development Matters non-statutory guidance and the Early Learning Goals • Knowledge of teaching systematic, synthetic phonics and/or developing children's early reading, writing and communication skills. • The monitoring, assessment, recording and reporting of pupils' progress (including learning journals & online assessment tools) • The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Safeguarding Children • A deep understanding of how children learn • The theory and practice of providing effectively for the individual needs of all | <ul style="list-style-type: none"> • The preparation and administration of statutory National Curriculum tests including Reception Baseline Assessments • Use of research to impact positively on practice |



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| | children. Able to lead, model and support the very best inclusive teaching practice. | |
| Skills | <ul style="list-style-type: none"> • Develop and maintain good personal relationships within a team • Establish and develop positive and engaging relationships with parents • Take a leading role in the transition and induction of new children and their families • Be an active member of the wider school team including governors and the community • Communicate effectively to a variety of audiences and act as a point of contact for parents • Create an inspiring, challenging and enabling learning environment both inside the classroom and in the outdoor area • Collate, analysis and use data throughout the year to inform practice. Present and discuss findings with colleagues and to stakeholders | <ul style="list-style-type: none"> • Develop strategies for creating community links • Use social media platforms positively and professionally to build relationships and promote a school |
| Personal Attributes | <ul style="list-style-type: none"> • A real love for reading and a desire to ignite this passion in young learners. • To be approachable, caring and sympathetic to the needs of individuals within the school community • To be honest and trustworthy • An ability to inspire young people • A belief that school can make a difference • An educational philosophy which is broad, inclusive and student centred • The willingness to 'go the extra mile' when required | |

