

## Job Description



### Assistant Headteacher with responsibility for Early Years and Key Stage One

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| <b>Post:</b>  | Assistant Headteacher with responsibility for Early Years and KS1 |
| <b>Scale:</b>   | Leadership 1 to 5   |
| <b>Responsible to:</b>  | Headteacher   |
| <b>Main Objectives</b> <ul style="list-style-type: none"> <li>To provide the vision, direction and leadership of the EYFS/KS1, with overall responsibility for the teaching, learning and pastoral care of all pupils in Preschool and Reception.</li> <li>To be responsible and accountable for securing the highest standards of pupil achievement across the EYFS and KS1, through effective monitoring, evaluation and review of learning progress and teaching outcomes: creating plans and setting targets for improvement.</li> <li>To improve outcomes which narrow the gaps between those children most vulnerable to poor outcomes and others.</li> <li>Take responsibility for promoting and safeguarding the welfare of children within the school.</li> <li>The Early Years Lead will have full responsibility for the management of all day to day operational functions of the Preschool and Reception classes including staffing levels, health and safety, SEND provision and safeguarding.</li> <li>To be an effective role model for staff in all aspects, including teamwork, positive relationships with children and parents, and appropriate early years teaching practice in order to improve outcomes for children.</li> <li>To provide line management and supervision to staff as appropriate, supporting them to carry out their professional responsibilities and monitor the performance and training of all staff.</li> <li>To contribute to whole school improvement as an active member of the school's Senior Leadership Team, taking responsibility for aspects beyond the EYFS and KS1.</li> </ul>  |   |
| <b>Main Duties and Responsibilities</b> <ul style="list-style-type: none"> <li>Ensure the successful development and implementation of high quality, developmentally appropriate, inclusive, learning environments in the EYFS which promote learning through play and offer children learning experiences that meet their diverse and additional needs.</li> <li>To ensure an appropriate, welcoming and stimulating environment for the delivery of EYFS education and early years care.</li> <li>In conjunction with SLT ensure that the implementation of an effective planning, observation and assessment system allows for precise tracking of children's progress and identification of priorities including for children most vulnerable to low outcomes including EYPP children and those with SEND in order to support rigour and continuity.</li> <li>To analyse key sources of data, including the Early Years Foundation Stage Profile, in order to strengthen practice and re-direct resources against the identification of key priorities.</li> <li>To produce a range of reports for a range of audiences.</li> <li>Have sound knowledge and understanding of the educational, developmental, health and social needs of children under five and of the requirements and guidance relating to the EYFS statutory framework</li> <li>Keep abreast of issues concerning wider legislative policy context for early education, academic literature, research and debate.</li> <li>Lead and support staff in developing and maintaining effective systems for observation, assessment and planning which allows for precise tracking of children's progress.</li> <li>Lead on developing and maintaining appropriate positive behaviour strategies for children that support their diverse needs</li> </ul> |   |

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- Lead and support staff in developing and maintaining a partnership with parents that values parents' contributions and includes them in their child's education. This includes ensuring there is support for the home learning environment and continuity for the child and parents at points of transition into, within and out of the setting.
- Where appropriate hold meetings with parents and carers to address a range of issues that may present themselves
- In partnership with members of SLT monitor and evaluate the effectiveness of the Early Years and KS1 provision for teaching and learning and implement quality improvement strategies which impact on and improve outcomes for children.
- With SLT, develop and maintain positive working relationships with multi-agency partners and local organisations including EY settings and other schools in the area to facilitate an integrated approach to services for all families and children.
- With SLT, draw up and monitor a relevant development plan / SEF and take a lead on developing and managing specific areas for development
- Where appropriate, lead in-service training and advice on individual CPD opportunities for other members of staff.
- Uphold and demonstrate in practice the principles of inclusion and equal opportunities in all aspects of the role.
- Undertake regular Child Protection training at a level commensurate with the role.
- Undertake other minor and/or non-recurring duties appropriate to this post as directed by the Headteacher.

#### Additional

The post holder is expected:

- To use and assist others in the use of information technology systems to carry out duties in the most efficient and effective manner.
- To undertake training and constructively take part in meetings, supervision, seminars and other events designed to improve communication and assist with the effective development of the post and post holder. To provide appropriate cover in rooms for PPA, non-contact and staff absences as appropriate.
- To carry out duties and responsibilities in accordance with the Health and Safety Policy and relevant Health and Safety legislation.
- At all times to carry out responsibilities/duties within the school's inclusion and equalities policies.

#### Confidentiality

The nature of the job requires a high degree of initiative, confidentiality, sensitivity and discretion when giving or receiving information, which could be confidential.

**Date of job description:** September 2023

This Job description will be reviewed annually with the Headteacher and post-holder.