



WE ARE ASTREA

ASSISTANT PRINCIPAL (EYFS)
APPLICANT BRIEF

HEXTHORPE PRIMARY ACADEMY

Part of

ASTREA ACADEMY TRUST





Open Letter from Principal

Dear Candidate,

We are delighted that you are interested in applying for this exciting role at Hexthorpe Primary Academy. Hexthorpe Primary is a highly popular academy, with excellent team ethos, serving a diverse community. Our aim is to provide a brilliant education for all of our children.

We currently have over 400 pupils on roll, with capacity for 682. We are passionate about ensuring that our children have the very best environment to learn in. Reading really is at the heart of our curriculum and this drives everything we do.

Our Assistant Principal will be joining at such an exciting time as we move to the next level of excellence! You will be joining an enthusiastic, warm and highly motivated team of professionals.

Please come and visit us to hear about our journey and how you can add so much value to our next steps on this journey.

We are keen to hear from you if you:

- Are passionate about Early Years
- Have an excellent understanding about pedagogy in the EYFS
- Understand how the enabling environment can have so much impact on a child
- Are creative and innovative and an effective communicator
- Are relationships driven and can thrive from developing people
- Can empower people to be brilliant!

We can offer you:

- A brilliant, caring place to work that is relationship centred
- A commitment to your professional development
- An excellent team who are committed to driving the ethos of the school
- Supportive and effective leadership

If you believe that you have all of these traits, we look forward to hearing from you to discuss this exciting opportunity further.

Jeni Harrison

Principal at Hexthorpe Primary Academy



JOB DESCRIPTION

SALARY	L3 – L7
CONTRACT TYPE	Permanent
WORKING PATTERN	Monday – Friday
HOURS PER WEEK	32.5 hours

Purpose

In addition to the responsibilities of class teacher, as set out by the class teacher job description and the school teachers' pay and conditions document, the holder of this post is expected to carry out the professional duties of an Assistant Principal post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the Principal.

Key Accountabilities

- To lead and manage the EYFS team to provide high quality learning for all children within a secure, happy and caring environment.
- To work within the senior leadership team (SLT) to ensure consistency of approach in teaching and learning and the highest quality of education for all its pupils.
- To lead and promote, the vision, culture and ethos of the school.

Main Responsibilities

Leading, developing and enhancing the teaching practice of others

- Lead and enable staff in planning, teaching and evaluation of teaching which enthuses and engages children in learning and ensures that high standards are recognised, valued and maintained in all areas of the curriculum.
- Lead the EYFS and a curriculum subject across the school.
- Work with teaching staff to promote best and innovative practice to enrich the range of teaching and learning styles in the school.
- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate.
- To liaise with staff and parents to support positive well-being and good behaviour across the school.
- To be a strategic and supportive member of the senior leadership team.
- Provide guidance to staff in assessments and standards expected.
- To lead the expectations for all in creating a brilliant environment for learning.
- To lead on the academy's Appraisal policy in addition to supporting and promoting continuous professional development to ensure effectiveness and development of all staff.



Management responsibility

- Organise and hold regular EYFS meetings to ensure good communication, consistency in practice and good pupil progress.
- To promote and lead an excellent environment for learning.
- Ensure all staff are following all school policies.
- Liaise closely with staff and other professionals so that they are able to make a significant contribution to teaching and learning in the phase.
- Liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents.
- Induct, support and monitor new staff within the phase.

Monitoring and Evaluation

- Ensure that planning, assessment, target setting, recording and reporting systems are implemented in line with school policy.
- Provide feedback to teachers and disseminate examples of excellent planning and teaching.
- Monitor standards across the EYFS through observation, assessments, moderation and data analysis, and use this information to action required support – including setting targets for continuous improvement.

Other

- Safeguard the health and safety of self and others in accordance with the school's Health and Safety Policy.
- Undertake decision making and policy development across the school.
- Lead the team in ensuring effective communication with parents/carers, SLT, governors and the wider community.
- Attend and contribute to SLT meetings.
- Show a commitment to work outside directed time when required.
- Contribute to and provide evidence for the school Self-Evaluation Summary.
- Contribute and lead on specific areas of the School Improvement Plan.
- Implement and develop key initiatives across the school as required.
- Develop personally and professionally through reflection and development of own practice through professional development programmes and own reading, keeping abreast of new initiatives.



PERSON SPECIFICATION

Experience

- A record of excellent classroom practice in the Early Years Foundation Stage
- Involvement in the implementation of whole school initiatives
- Experience of effective involvement of parents in their children's education
- Successful implementation of quality assessment techniques to inform teaching and learning
- Experience of involvement in transition between one or more of the following: home-EYFS, EYFS-KS1, KS1-KS2
- Involvement in monitoring the quality of Teaching and Learning
- Curriculum leadership and management
- Successful teaching experience in KS1 and/or KS2 (desirable)
- Successful experience working with children from a range of backgrounds and significant deprivation (desirable)
- Involvement in preparation and administration of KS1 Sats/Phonic Screening (desirable)
- Experience of working with the RWInc. Programme (desirable)

Qualifications

- Qualified Primary Teacher status
- Recent relevant CPD particularly in relation to EYFS/KS1
- Evidence of further professional development in Early Years Foundation Stage
- At least 4 years' recent experience of teaching in EYFS
- Qualified Primary Teacher status with early years focus (desirable)

Behaviours

- An outstanding passion and drive for raising standards of teaching and learning
- Commitment to equal opportunities and whole school improvement
- Positive, energetic, enthusiastic and resilient, thrives on challenge
- Ability to maintain confidentiality
- The ability to effectively lead a team of teaching and support staff
- Commitment to personal and professional development
- Ability to secure high standards of pupil achievement and behaviour in the Early Years Foundation Stage
- The ability to demonstrate a positive attitude and to develop and maintain positive and supportive professional relationships with children, staff, parents and governors
- Ability to work as part of an effective leadership team
- A thorough knowledge and understanding of how children learn in the Early Years Foundation Stage and how learning at this stage affects pupils' future learning
- Ability to provide a broad, balanced, relevant and creative Early Years Foundation Stage curriculum
- Ability to influence the quality of teaching and learning
- Ability to inspire, lead and motivate the children and staff in the pursuit of excellence
- Ability to develop staff and manage their performance
- A thorough grasp of current educational issues
- Ability to analyse, understand and interpret Early Years Foundation Stage performance data



This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy or requested by emailing recruitment@astreaacademytrust.org