



Role Description

Assistant Principal

Pay Range	Leadership 1 to 5
Responsible To:	Principal

Main Purpose of the Post

- To provide visionary, values-driven leadership across Early Years and Key Stage 1, ensuring that the foundational stages of learning are of the highest quality and rooted in child development, early pedagogy, and research-informed practice.
- To design, articulate and deliver a clear strategic direction for EYFS and KS1 that reflects the Academy's ethos, Trust priorities, and national expectations, ensuring a seamless, coherent educational experience for all children from entry to the end of Year 2.
- To ensure teaching, learning and assessment are consistently exceptional, creating a culture where staff have high expectations, strong subject knowledge, and a deep understanding of child development and early learning progression.
- To secure outstanding outcomes for all pupils, with particular focus on early reading, phonics, early writing, well-prepared, confident and ready for KS2.
- To lead a culture of inclusion and equity, ensuring that the early identification of need is embedded and children with SEND, disadvantaged pupils, and vulnerable groups receive timely, targeted and effective support.
- To shape a high-quality, ambitious curriculum for EYFS and KS1, ensuring rich, engaging learning experiences, purposeful provision and environments that promote independence, curiosity, creativity and emotional development.
- To embed a strong, evidence-based approach to professional development, coaching and modelling exemplary practice so that all staff continually develop their expertise and confidence in early-phase pedagogy.
- To strengthen transition from EYFS to Key Stage 1, ensuring continuity of curriculum, pedagogy and systems so that pupils experience security, consistency and sustained progress across the early phase.
- To contribute to the strategic leadership of the Academy, playing a full role in shaping whole-school improvement, safeguarding, culture and operational effectiveness as part of the Senior Leadership Team.
- To act as an outward-facing leader, contributing to Trust-wide development, collaborative networks, moderation, and system improvement, supporting the early phase across the Maltby Learning Trust where appropriate.
- To ensure that Early Years and Key Stage 1 are places where children feel safe, happy, valued and inspired, and where their interests, wellbeing and potential are at the centre of all decision-making.

Core Leadership Standards / Responsibilities

Strategic Leadership

- Lead the strategic development of EYFS and KS1, ensuring clarity of vision, high expectations and continuous improvement.
- Develop and implement phase-specific improvement plans in line with whole-school and Trust priorities.
- Ensure alignment and progression across EYFS and KS1 curriculum frameworks, pedagogy and assessment approaches.
- Lead with innovation, using research-informed practice to improve teaching, learning and outcomes.

Curriculum, Teaching and Learning

- Oversee curriculum design, sequencing and pedagogy across EYFS and KS1.

- Lead high-quality, early reading, writing and mathematics provision.
- Ensure curriculum provision meets the needs of all learners, including SEND, PP, EAL and vulnerable groups.
- Monitor teaching quality, providing coaching, mentoring and modelling of outstanding practice.
- Implement systems for monitoring progress, attainment and the impact of teaching.

Assessment and Standards

- Lead assessment systems across EYFS and KS1, ensuring accuracy, consistency and effective use of data.
- Lead moderation within the Academy and across the Trust where appropriate.
- Monitor pupil progress and implement timely intervention strategies.
- Report on standards and progress to SLT, governors and Trust partners.

Culture, Behaviour and Ethos

- Ensure environments in EYFS and KS1 support engagement, curiosity, independence and emotional development.
- Oversee behaviour expectations, routines and pastoral systems appropriate to early child development.
- Promote safeguarding, well-being and inclusion across the phase.

Leadership beyond the Phase

- Contribute to whole-school leadership as an Assistant Principal.
- Work collaboratively across the Trust, supporting the wider development of early phase practice.
- Build partnerships with external agencies, early years providers and other schools.

Pupils and Staff

Pupils

- Ensure all pupils in EYFS and KS1 experience a positive, safe, nurturing and stimulating start to school.
- Promote high expectations and a culture of achievement for all learners.
- Use assessment to identify need early and ensure provision leads to accelerated progress.

Staff

- Lead, support and performance-manage staff within EYFS and KS1.
- Provide high-quality, research-informed professional development for team members.
- Foster a culture of collaboration, reflective practice and professional ambition.
- Build leadership capacity within the phase, developing subject and phase leaders.

Systems and Process

- Ensure efficient systems for planning, assessment, interventions, communication and safeguarding across EYFS and KS1.
- Oversee the organisation of learning environments, resources and staffing structures.
- Lead on compliance with statutory requirements (EYFS Framework, KS1 assessment, phonics screening etc.).
- Use data systems effectively to monitor impact and inform strategic action.
- Contribute to whole-school operational leadership as part of SLT.

The Self-Improving School System

- Model exemplary practice and engage in evidence-based professional enquiry.
- Contribute to Trust-wide networks, development groups, and cross-school moderation.
- Share expertise with colleagues across phases and other schools within the Trust.
- Engage with national and local developments in Early Years and Key Stage 1 education.

- Support the Academy in being outward-facing, learning from best practice and contributing to system-wide improvement.

This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Manager. The aim of the role description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility.