

College Town Primary School
Associate Assistant Headteacher of EYFS

Responsible to: Headteacher

Reviewed by: Headteacher

Job description last updated: December 2024

All adults working with children have a commitment to inter-agency working and are fully versed in the school's safeguarding policies and procedures

Reports To

- The Headteacher
- Is performance managed by the Headteacher

Role Purpose:

The core purpose of this role is to build consistency and high expectations throughout the school which supports quality first teaching and learning which meets the various needs of the pupils in our school.

Core tasks:

- To lead and support high quality planning, teaching and learning within EYFS
- To liaise with other leaders as necessary, to ensure continuity and progression throughout the curriculum;
- To ensure the smooth running of resources (human & physical) and systems;
- To oversee all aspects of EYFS organisation and management, in order to ensure that school policies and practices are being delivered;
- To liaise closely with other phase leaders to ensure continuity and progression across the school;
- To work as part of the leadership team to lead the development of cohesive and effective long-term planning in EYFS which is in line with current developments ensuring that medium-term planning meets all areas of Development Matters and the National Curriculum requirements if and when required for specific children;
- Maintain an up-to-date knowledge of local and national initiatives
- To ensure equal opportunities and equality for all pupils.

Ten percent release of teaching time will be given via PPA time. It is the teacher's responsibility to plan how to spend this time in order to fulfil their professional responsibilities. Additional dedicated leadership time (DLT) will also be available by negotiation and subject to priorities and circumstance.

Leadership & Management

- To take overall responsibility for the learning and progress of all children in the EYFS;
- To take overall responsibility, on a day to day basis, for the personal, social, spiritual and moral development of children in EYFS;
- To take overall responsibility for the safety of children within the EYFS and those for whom the post holder may be responsible for on a day to day basis;
- To manage the deployment of support staff within the class to ensure that at all times they are able to make a significant impact on pupils' progress;
- To take responsibility for and lead any extracurricular activities or further areas of responsibilities as directed by the Headteacher or Line Manager in order to ensure the highest quality learning outcomes;
- To manage effectively communications and interaction between parents and carers of children within the class;
- To manage, as required, links with appropriate external agencies in consultation with senior leaders and as necessary to achieve the best possible outcomes for pupils within the class;

- To manage your own professional development and in partnership with your line manager and Headteacher;
- To contribute to the learning and development of the school's teaching team as appropriate through joint planning, staff meetings, in-service training, working parties and contributing any individual expertise;
 - To lead by example in all areas of the curriculum;
 - To oversee the induction process of new members of staff within EYFS
 - To create a positive team spirit, delegating and negotiating, when necessary, with sensitivity;
 - To contribute to action-planning for the School Improvement Plan / RAP and provide information for school self-evaluation;
 - To report to the headteacher, other staff, and governors about achievements and planned developments within FS1 & FS2.
 - To ensure that there are smooth transitions between Foundation Stage 1 /FS2 & FS2 – KS1

Teaching and Learning

- To plan, deliver and review the learning programme for all children in the class and in line with current school policy
- To ensure that all teaching, including that undertaken by support staff, meets the needs of all pupils in the class
- To set realistic but challenging targets for each child in the class in line with the school's current policy, keep these under review, ensure children understand their significance as appropriate and contribute, as required, to the school's overall target setting procedures
- To assess pupils, in line with current school policy and on a daily basis, track each child's progress, identify individuals or groups for whom specific interventions may be required and report on outcomes as required to colleagues and the senior team
- To mark and assess pupils' work in line with current school policy and ensure that children understand, as appropriate, the next steps required in their learning
- To maintain and manage the class teaching base and any other areas that come under the post holders remit to ensure that they present as effective learning environments that reflect the highest expectations
- To reflect regularly on the effectiveness of teaching and take appropriate steps to ensure that effective performance is continually improved
- To evaluate pupils' progress, achievement and attainment, and report to the SLT;
- To support, challenge, motivate and advise staff, and work alongside them in the development of their classroom practice, where appropriate;
- disseminate information to the staff, and provide training where necessary to promote staff development and improve classroom practice in line with identified needs;

Standards and Progress

- To take overall responsibility for the standards children reach, the progress they make and to undertake this in line with targets agreed for the class with the senior team on a termly basis through Pupil Review Meetings
- To ensure that all learning activities are designed and adapted to reflect current pupil assessment and meet the needs of all children within the class
- To promote and model the highest expectations with respect to learning, standards and progress for all pupils. This includes the presentation of work, the professional challenge provided to children of all abilities and their understanding of what constitutes good progress
- To ensure that pupils identified with Special Educational Needs (SEN) meet or exceed challenging targets set for them and in line with the current school's policy on Special Needs
- To report accurately the progress pupils are making and the standards they achieve to parents and carers in line with current school policy

- To take responsibility for the pastoral care of pupils in our school, including involvement in lunchtime duties, when necessary.
- To be responsible for the budget allocated to the EYFS, and prioritise resource needs as indicated in the School Improvement Plan;
- To ensure the effective and efficient management and organisation of learning resources including teaching assistants

Learning Behaviour

- To promote good learning habits through a consistent approach to teaching and learning
- To ensure that planned learning activities build on children's interests, develop an enthusiasm for learning and reflect an appropriate range of learning styles
- To provide opportunities for children to take an active part in their learning, to have a real stake in the learning process, to develop their own responsibility for their learning and to appreciate the challenges of working with others in a team
- To ensure that learning excellence is at the heart of planning and delivery in the classroom
- To be a role model to all stakeholders through your personal approach, presentation and professional conduct.

PERSON SPECIFICATION FOR ASSISTANT ASSOCIATE HEADTEACHER

Postholder:

Post Title:

ASSOCIATE ASSISTANT HEADTEACHER

School:

College Town Primary School

You must demonstrate on your application form that you meet the following essential criteria:

The following criteria will be used for selection purposes: -

Education & Experience
<p>Qualifications</p> <p>Qualified Teacher Status and evidence of appropriate subsequent in-service training Accredited Educational Leadership & Management training</p> <p>Experience</p> <p>Minimum of 5 years recent successful teaching experience across both EYFS & Key Stage 1 Proven experience of high standards of early years and primary classroom practice and of a teaching area of responsibility.</p>
Personal Disposition
<p>Personal Qualities</p> <p>Evidence of the personal and intellectual qualities required to set an example to others and to lead a team To be able to address and challenging under performance as well as and recognizing and appreciating the strengths of others within your team. Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.</p> <p>Commitment to Excellence</p> <p>Evidence of a commitment to excellence and the maximising of academic and personal achievement for all children.</p>
Skills, knowledge & abilities
<p>Leading and Managing Change</p> <p>Evidence of knowledge about current factors affecting education and a clear vision of what child centered education looks like. Evidence of the skills and abilities required to advise teachers in their planning, facilitating and assessing all areas of learning.</p>

Educational and Curriculum Matters

An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.

Evidence of the ability to organise successfully the curriculum for a class of children of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.

Evidence of good general knowledge of the requirements of Development Matters and the National Curriculum.

Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment indoors and outdoors.

Evidence to take on additional activities within the curriculum to provide children with an exciting and vibrant learning experience.

Performance Review

Evidence of the ability to define effective measures for the performance of children and classes and to keep these measures under systematic review.

Record Keeping

Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school.

Behaviour and Ethos

Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school.

Needs of Young Children

Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning

Interpersonal Skills

Evidence of good interpersonal skills and also to work as member of a staff team and to lead a team / working party. To develop and maintain good relations with all members of the school community. To undertake your role on a daily basis with the children's needs overriding everything else.

To work co-operatively with the staff of the Local Education Authority and relevant agencies as required.

Communications

Evidence of the ability to communicate clearly both orally and in writing with children, parents and colleagues.

Health and Safety

An understanding of the responsibility of the class teacher with regard to the health and safety of children in their care.

Equal Opportunities

Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identity is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.

Above all, you need to like children, supporting them to be the best that they can be, and be prepared to put their needs first above all else.