

The Chiltern School

Early Transitions Leader

Job Description

School Vision

Where we learn and achieve together, where we dare to be different.

Our **vision** is to be a centre of excellence, to inspire, innovate and promote the best practice in inclusive pedagogy, that is recognised locally, regionally and nationally for SEND development and provision, where we put the pupils at the heart of all decision making. Our children will leave being happy, confident, inquisitive and independent.

Our **purpose** is to help develop young people by nurturing their talents. To provide outstanding educational provision for young people with SEND. We provide meaningful and purposeful learning that prepares them with the skills, knowledge and attitudes to be happy, confident, safe and independent adults who have the life chances they deserve.

Grade / Salary	MPS/UPS TLR2 £2,873
Working Hours	Full Time - Permanent

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General Duties

General description of the post

The successful candidate will lead the Early Transitions Department, working alongside the Assistant Headteacher and Extended Leaders group. The post holder is required to fully support the vision, ethos and policies of the school and will support the Strategic Development of the school.

All staff within the school are expected to make a valuable contribution. The postholder will:

- Contribute to the development of the School Improvement Plan, monitoring its progress and effectiveness
- Develop and implement policies which reflects the school's commitment to accelerated pupil progress and aspirational relevant outcomes which are consistent with national strategies and policies
- Actively participate in whole school self-evaluation and school improvement planning
- Manage the health, safety and welfare of all pupils in the department
- Contribute to, and promote, the vision, culture and ethos of the school in your department
- Take responsibility for leading Early Transitions on a day to day basis
- Manage, monitor and account for budgets, setting appropriate priorities for expenditure and allocation of funds to ensure effective resources
- Establish staff and resource needs and make appropriate recommendations
- Further enhance our provision so that it continues to offer a safe, calm and inclusive environment for our children
- Contribute to Governors' meetings on any relevant issue when appropriate

Monitoring Impact

- Have an overview of standards across the department, contribute and lead the monitoring of the quality of education
- Lead on the assessment cycle in the department, leading Pupil Progress meeting and EHCP meetings
- Ensure that the Early Transitions curriculum is successful in meeting the needs of all of the children and prepares them well for the next stage of their education
- Monitor the implementation of the frameworks
- Accountable for providing professional leadership in the development of the curriculum within the department so as to secure high quality teaching and pupil outcomes,

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effective use of resources and improved standards of learning and achievement for all pupils

Managing and Development of Staff

- Lead training and Induction for staff as appropriate, be responsible for the development of all staff in Early Transitions
- Be responsible for staff deployment in the case of absence
- Create, maintain and enhance effective relationships
- Build capacity within the leadership team to empower new team members to be active in their areas of responsibility
- Promoting team commitment with colleagues through collaborative planning
- Support the appraisal process for all staff in your pathway or delegate as appropriate
- Assist in the recruitment of staff
- Reporting on issues raised by colleagues to your Line Manager
- Support Action research in the department

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the ethos of being a learning environment for all)

Parental engagement and the wider community and stakeholders

- Actively seek opportunities to develop effective relationships with the community in order to extend the curriculum and enhance the quality of education
- Create and maintain an effective partnership with parents
- Ensure that parents are well-informed about all relevant matters, taking responsibility for dealing with parental concerns.
- Lead and develop opportunities for parents and community groups to engage in the life of the school.
- Liaise with the Early Years Team
- Support pupil transition
- Attend wider professional meetings
- Ensure relevant stakeholders are well informed about the work of Early Transitions

Classroom Teacher Duties. The postholder will be required to lead a class but will have dedicated leadership time.

- Acting as a role model for staff for high quality teaching and learning.
- Be an exemplary practitioner
- Using own class and practice as an example of outstanding teaching and learning.

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- Create a stimulating learning environment for teaching and learning

Values and behaviour

All staff play a vital role in assisting to make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

Personal and professional conduct

The classroom teacher is expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career. It is important to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including: - democracy, the rule of law, individual liberty and mutual respect, and - tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

All staff must have proper and professional regard for the ethos, policies and practices of the school in which they work and maintain high standards in their own attendance and punctuality.

Responsibilities The post holder is accountable to their line manager at all times.

Conditions of Employment.

This Job Description does not form part of the Contract of Employment and the duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head teacher and following consultation with you and will be reviewed annually as part of the appraisal process.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application that you

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disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post will be exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority.

The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment'.

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Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Person Specification	
Essential	Desirable
Qualifications and training	
<ul style="list-style-type: none"> Teaching Qualifications Degree or equivalent 	<ul style="list-style-type: none"> Evidence of ongoing Professional Development EYFS qualification
Experience	
<ul style="list-style-type: none"> Outstanding teaching experience Experience of managing a team Experience of implementing strategies to raise standards with evidence of success Experience of promoting highly effective communications within and between teams and other stakeholders in the community 	<ul style="list-style-type: none"> Experience of working within a school environment Experience of being a Designated Safeguarding Lead Experience of working with children with Special Educational Needs and Disabilities
Knowledge and understanding	
<ul style="list-style-type: none"> Sound understanding of Child Development Effective use of data to analyse and measure impact Equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards Good understanding of inclusive pedagogy 	<ul style="list-style-type: none"> Understanding of attachment and a trauma informed approach Knowledge of the EYFS Framework

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- Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools
- Clear understanding of the role of parents and the community in school improvement and how this can be practised and
- Strong people management skills with the ability and knowledge to motivate, train, develop, appraise and manage a team

Characteristics and Competencies

- Ability to promote the school's aims positively Ability to develop good personal relationships within a team; making an effective contribution to high morale
- Ability to create a happy, challenging and effective learning environment
- A solution-focussed mind-set and determined "no-excuses" approach to raising standards
- A personable nature to build effective relationships with parents and all members of the school community
- A creative and good humoured approach to all aspects of teaching, management and leadership
- Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description
- Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/ discussion
- Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads
- Ability and keenness to promote the school's positive culture and ethos

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Personal qualities	
<p>We expect all staff to demonstrate and model our core values.</p> <ul style="list-style-type: none">• Kindness• Resilience• Courage• Happiness• Respect• Humour• Curiosity	