**Person Specification for Assistant Head Teacher with responsibility for EYFS**

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|  | **Essential** | **Desirable** |
| **Experience** | * Graduate with Qualified Teacher Status. * Recent successful EYFS teaching experience within a school setting. * Experience of school leadership with positive impact. * Secure understanding of Early Years and Birth to 5 Matters. * Evidence of Continuing Professional Development. | * Experience of leading the Early Years within a school setting. * Evidence of raising standards in EYFS * Experience of supporting others beyond current setting * Evidence of Continuing Professional Development relating to senior leadership i.e. a National Professional Qualification. |
| **Leadership** | * Ability to relate to, and work with, others as members of a team. * Ability to establish positive working relationships. * Ability to inspire and motivate others. * Ability to lead the staff by personal example. * Ability to plan, allocate, delegate, support and evaluate work undertaken by individuals and teams. * Knowledge of the school self-evaluation process and involvement in school improvement planning. * Experience of formulating, implementing, and monitoring school policies. | * Successful experience of identifying the need for, and leading, CPD. * Experience of taking a lead role in performance management/appraisals. * Experience of formulating and reviewing school policies * Experience of writing and shaping school self-evaluation and school improvement plans. |
| **Teaching and Learning** | * An excellent EYFS classroom practitioner. * Experience of monitoring, evaluating, and assessing pupil attainment and tracking across the Early Years. * Experience of providing and sustaining an inclusive environment for all pupils across the Early Years. * Experience of working with others to ensure continuity and progression within a broad and balanced curriculum across the Early Years. * Experience of establishing a culture of high expectations and high performance amongst staff and children alike, leading to excellent standards of teaching and learning and positive learner experience. * Understanding of Early Years philosophy and pedagogy. | * Ability to coach others towards excellent classroom practice. * Experience of working with staff and outside agencies to ensure continuity and progression within a broad and balanced curriculum across school. |
| **Personal Qualities** | * Ability to relate well to children and adults. * Ability to demonstrate enthusiasm and commitment to the profession. * Ability to work under pressure. * Good interpersonal skills. * Ability to work autonomously and as part of an inclusive team. * Commitment to uphold the Christian Ethos and vision of the school. * Ability to work flexibly to meet deadlines and respond to unplanned situations. * Good time management. * Good record of attendance and punctuality. | * Experience of leading and influencing others, encouraging others to be leading learners. * Experience of identifying needs and setting priorities. * Christian commitment. |
| **Other** | * Committed to safeguarding and promoting the welfare of children, young people and adults. * Committed to Health and Safety. * Committed to equal opportunities and inclusion. * Compliance to Data Protection Act 2018 and GDPR principles/requirements; understanding and commitment to safeguarding principals/requirements. |  |

Job Description

**JOB TITLE:** Assistant Head Teacher with responsibility for EYFS

**POST HOLDER:**

**SALARY/GRADE**: L1-L4

**RESPONSIBLE TO:** DeputyHead

**DUTIES:**

**A Leadership of the School**

* Motivate and work with others to create a shared culture and a positive climate consistent with the school’s vision and Christian values.
* Develop, assess and evaluate the effectiveness of the school development plan.
* Develop and lead new initiatives that support positive change and reflect these in the academy improvement plan.
* Assess school data within EYFS and drive forward change to improve areas in need of development.
* Run progress meetings and arrange interventions.
* Evaluate the effectiveness of the school and communicate this in the School Evaluation Form.
* Recruit, retain and deploy staff appropriately, managing their workload to enable achievement of the vision.
* Familiarise yourself with context groups of children in EYFS.
* Lead EYFS unit meetings to drive positive change and update essential information.
* Resolve parental issues when necessary.

# B Leading Learning and Teaching

* Ensure that behaviour for learning is excellent.
* Observe teaching and learning and support change when necessary.
* Encourage effective teaching and learning by supporting staff development.
* Ensure a consistent and continuous focus on pupils’ achievement.
* Plan for effective interventions to ensure children make progress and evaluate their effectiveness.
* Ensure that planning is effective to promote progress.
* Ensure that quality first teaching promotes progress.
* Ensure that assessment is robust within year groups and across year groups.
* Facilitate moderation of all subjects within unit.
* Establish creative, responsive, and effective approaches to learning and teaching in line with the schools agreed educational vision and values, which are embedded in a culture and ethos of challenge and support where all pupils understand their individual worth, can become engaged in their own learning and achieve success.
* Coordinate the implementation of statutory assessments.

# C Developing Self and Working with Others

# Be a positive role model for staff, parents and pupils.

* Regularly attend school events and offer support to staff in running events that support the school’s links to the community.

# Treat all people fairly, equitably and with dignity and respect to create and maintain a positive culture in line with the School’s agreed vision and values.

* Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal.
* Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
* Develop and maintain a culture of high expectations and aspirations for him/herself and for others, taking appropriate action when performance is unsatisfactory and giving and receiving effective feedback.
* Regularly review his/her own practice, set personal targets and take responsibility for his/her own personal development.
* Give and accept support from colleagues, governors and the MAT.
* Have regard for the well-being of him/herself and others, managing his/her workload to promote a healthy work-life balance and encouraging and enabling others to do likewise.

# D Strengthening Community

* Act as the public face of the school, representing effectively its interests and those of the pupils.
* Engage in dialogue with all stakeholders to build partnership and understanding of shared values, beliefs and responsibilities, reflecting on and taking account of their views.
* Ensure the provision of learning experiences for pupils which are linked into and integrated with the wider community, including community based learning.
* Ensure that effective strategies, systems and support are in place to ensure the safeguarding of children and young people in the school and work with relevant agencies for the protection of children.
* Create and maintain an effective partnership with parents and carers to support and improve pupils’ achievement and personal development.
* Regularly attend school events or events that impact on the school and offer support to staff/community in running events that support the school’s links to the community.