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**Job Description**

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| **School: Transform Trust** |
| **Post Title: EYFS Associate Headteacher**  |
| **Grade/Pay Range: Leadership Point 7-12 (2022-2023 rate £51,470-£58,105 FTE)**  |
| **Hours/weeks: Term Time**  |
| **Department/Team: Associate Team**  |

**Overall Purpose of Post**

To assist the Headteacher/s of Trust schools with the leadership and organisation of designated Trust schools specifically around Early Years seeking to achieve the highest standards of staff performance, pupil achievement, pupil conduct; improving the quality of teaching & learning and leadership enabling the effective daily operation of the school.

Make a positive contribution to the vision and leadership of the school and Trust helping shape the future ensuring everyone is empowered to contribute effectively to the progress and development of the school and wider Trust. To contribute to the strategic leadership and development of school improvement across the Trust.

To be research engaged and develop best Early Years practice across Transform schools through the support, facilitation and mentoring of staff and leader individuals and groups. To develop and enhance the teaching of others across Transform schools by exemplifying Early Years practice through development of strategy for implementation of statutory frameworks, facilitation, coaching and mentoring.

**Main Duties and Responsibilities**

You will be required to carry out the following duties. The nature of the Academy year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

**Early Years**

1. Lead the Trust EYFS development of Early Years practice and implementation of national frameworks, identifying common themes for development and improvement across Trust schools
2. Support the Trust in reaching its targets and objectives for Early Years through evaluation, moderation and development within EYFS for the Trust.
3. Contribute to the monitoring of Teaching and Learning and assessment policies for Early Years in relevant Trusts Schools, developing key documents to enhance practice.
4. Support and enable a Trust wide EYFS assessment strategy. Gather, share and analyse Trust-wide intelligence and data such as Partnership Reviews to enable the Trust to have a consistent picture of strengths and development areas in Early Years.
5. Undertake research and seek best practice from others to support the identification of common themes for development, creating a Trust-wide improvement plan for EYFS.
6. Ensure that Early Years leaders in Trust Schools are given the necessary coaching to develop and enhance the skills required to support teaching and learning effectively.
7. Support school leaders to identify the priority areas within the Early Years offer and recommend strategies for improvement.
8. Provide guidance and coaching to new Early Years leaders across the Trust, school leaders and teams.
9. Quality assure accurate self-evaluation of Early Years and effectiveness of EY teaching for whole school and Trust self-evaluation. Support school leaders in monitoring and evaluating quality of teaching and pupil achievement and attainment and to plan accordingly in response.
10. Support middle leaders and senior leaders to accurately monitor their subject areas when evaluating teaching and learning in EYFS.
11. Lead Early Years Professional Learning Communities, evaluating and monitoring impact.
12. Support the Trust to develop its Early Years approaches including the continued refinement and implementation of minimum Trust expectations.
13. Prepare to be deployed for intensive support with schools experiencing difficulties/facing emergencies as well as planned, sustained support for schools and individuals following reviews.
14. Support grant bids to improve Early Years provision and enrichment across the Trust.
15. Support teachers identified in each school to improve their practice to be effective/highly effective.
16. Create and deliver appropriate CPD to improve Early Years teaching and learning across Trust schools. Foster a culture of collaboration by leading networks and partnership activity and exploring opportunities for schools to engage and work with other schools in the interest of school improvement.

**Bespoke School Support / School Improvement**

1. Support with the planning, brokerage and monitoring of targeted teaching and learning requirements and CPD to respond to priorities identified in each school and across the Trust.
2. To be an active and supportive member of the school's leadership team and to support the Head teacher and other colleagues in the leadership, strategic development and direction for the school applying Transform Applied research informed models
3. To deliver good and outstanding teaching support across Trust schools.
4. To promote the vision, culture and ethos of the Trust and embed collaborative working practices and opportunities across partnerships and networks.
5. Work with leaders and governors so that they can undertake effective and accurate self-evaluation against the expectations of the Ofsted framework and Early Years Handbooks.
6. To support individual Headteachers in preparing school and staff for subsequent Ofsted, other inspections and any necessary internal / external reviews.
7. Support the identification of talent within all schools, and contribute to their effective development, training and deployment across the Trust.
8. Be proactive in seeking out and engaging with local, national and international networks and research in order to identify best practice, evidence and latest developments to inform own practice and that of colleagues.
9. Contribute to Trust improvement planning and evaluation activity participating in Heads groups and the development, delivery and evaluation of Trust wide projects.
10. Undertake such duties as delegated by the Headteacher/ Trust Executive.
11. To sit on the governing body of a Transform Trust school.

**General**

* Work in a professional manner and with integrity and maintain confidentiality of records and information.
* Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
* Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
* Participate in the Trust Appraisal process and undertake training and professional development as required.
* Adhere to all internal and external deadlines.
* Contribute to the overall aims and ethos of Transform Trust
* Establish constructive relationships with colleagues, other schools within the Trust and outside agencies.

These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust. The responsibility level of any other duties should not exceed those outlined above.

Name of Post Holder

Signature

Date

**Person Specification**

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| Job Title:**Associate** | Reports to:**Development Director, Transform Trust** |
| Responsible to:**Board of Trustees Transform Trust** | Location:**Nottingham and Derby** |

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| **Qualifications** | E=EssentialD=Desirable |
| A Good honours degree or equivalent  | E |
| Qualified Teaching Status (recognised by the DfE) | E |

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| **Professional Development** |  |
| Evidence of commitment to own professional development | E |

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| **Teaching and Learning**  |  |
| Proven as highly effective classroom practitioner | E |
| Proven ability to raise standards in classrooms other than their own | E |
| Experience of leading initiatives beyond their own classroom for the raising of attainment and the enhancement of teaching and learning. | E |
| Strong communication skills, applying these to build high value relationships with a variety of stakeholders. | E |
| Knowledge and understanding of current theory and best practice in learning and teaching, in particular as it relates to high achievement and attainment | D |
| Excellent understanding of the components that comprise outstanding teaching and learning | E |
| Awareness of the latest developments, research and initiatives in education | D |
| Use of assessment and attainment information to improve practice and raise standards | E |
| Use of strategies to promote good learning relationships and high attainment in an inclusive environment | E |
| Vision for the developments of Teaching and Learning | D |
| Use of intervention strategies to address identified issues for development | E |
| Have a strong track record of school-to-school support/ school improvement, which has had a demonstrable positive impact on children’s attainment and progress. | E |

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| **Leadership**  |  |
| Proven as an effective middle or senior leader  | E |
| Experience of developing strategies and engaging stakeholders | E |

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| **Experience** |  |
| Experience of successful leadership and management which may include experience as a manager, phase manager or core subject leader | E |
| Excellent understanding of the components which comprise outstanding teaching and learning | E |
| Experience of giving effective feedback to colleagues about professional performance | E |
| Experience of conducting lesson observations | E |
| Experience in the design and implementation of initiatives for the raising of attainment and the enhancement of teaching and learning. | D |
| Experience of working in partnership with other schools/colleagues.  | D |
| The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience | E |
| Experience of delivering outstanding outcomes across the primary key stages. | E |
| Experience of contributing to the professional development/mentoring of colleagues | E |
| Effective use of Assessment for Learning to engage learners as partners in their learning | D |
| Ability to establish curriculum development, assessment, coordination and coaching | D |
| Ability to plan and resource effective interventions to meet curricular objectives | E |
| Development of partnerships with other schools, business and the community | D |
| Experience of design, delivery and facilitation of staff meetings, Inset, CPD or other development programmes | E |
| Experience of leading projects and strategies.  | E |
| Ability to work effectively with a number of head teachers across the Trust on whole school improvement, planning and self-evaluation | E |
| Ability to establish credibility of the role and Trust with Headteachers, Trust partners and external organisations. | E |

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| **Work Related Circumstances** |  |
| A commitment to welfare and safeguarding children and a good working knowledge of delivering effective policies and practices for Safeguarding Children | E |
| Evidence of a commitment to equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school | E |
| To have an understanding of the changing role of schools in providing a successful centre for community development and learning | E |

The applicant will be required to safeguard and promote the welfare of children and young people. The post holder is expected to demonstrate this commitment to safeguarding and promoting the welfare of children and young people and is expected to hold all staff and volunteers accountable for their contribution to the safeguarding regulations.

**Tansform Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks**