

EYFS ASSISTANT HEADTEACHER Job Description

Job title: Assistant Headteacher	Start date: September 1 st 2024	Salary: L4 – L8
Contract type: Permanent	Hours: Full time	Post reports to: Deputy Headteacher
Responsible for: Leadership, management and accountability of EYFS		

Main purpose

The EYFS Assistant Headteacher will have their own class, with a timetabled teaching commitment, complying with the Teachers' Standards and modelling excellent practice for others.

In addition to the roles and responsibilities of class teachers at the school, the EYFS Assistant Headteacher will work with the Headteacher and Deputy Headteacher to have a significant role in:

- Formulating, communicating and delivering the school's vision, values and ethos;
- Day-to-day management of the school;
- Formulating and implementing the strategic and operational priorities, aims and objectives of the school;
- Establishing, promoting and upholding policies, procedures, systems and processes for achieving the above;
- Managing staff, resources, time and budgets in order to achieve the above;
- Monitoring and evaluating progress towards the achievement of objectives and using this to inform school improvement priorities.

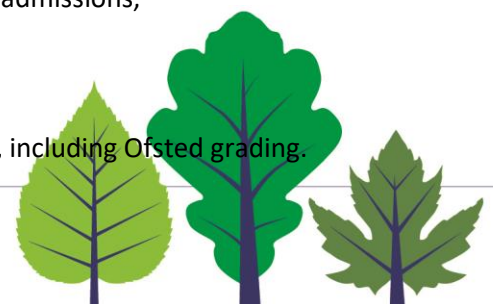
The EYFS Assistant Headteacher will also be required to:

- Safeguard and promote the welfare and safety of all children and young people, and follow school policies and the staff code of conduct;
- Provide professional, strategic leadership and management of key areas of the school development plan as agreed on an annual basis with the Headteacher;
- Deputise for the Headteacher, in absence of the Deputy Headteacher and other Assistant Headteachers;
- Undertake any professional duties reasonably delegated by the Headteacher.

Key Accountabilities

In addition to their class teacher and wider Senior Leader role, the EYFS Assistant Headteacher will strategically lead, manage and be responsible and accountable for EYFS. This includes:

- Quality of provision teaching, learning, assessment, pupil progress and outcomes of all pupils;
- Curriculum development and design;
- Resources, learning environments and relevant communal areas;
- Pastoral, behavioural and safeguarding support;
- Inclusion provision, including identification and documentation for SEND, alongside the SENCO;
- Visitors, events, enrichment and extra-curricular provision, including named EVC Co-ordinator;
- Communication including relevant website content and letters;
- Parent/carer partnership and engagement;
- Transition into and out of the phase;
- Working with the Business Manager and relevant Admin team around admissions;
- Administration of any statutory assessments, moderation and tests;
- Day-to-day leadership, organisation and management of staff;
- Budget and finance for EYFS;
- Compliance with EYFS Framework and statutory requirements of EYFS, including Ofsted grading.



Qualities

The EYFS Assistant Headteacher will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct;
- Be a role model for the school's Relational Approach and build positive and respectful relationships;
- Serve in the best interests of the school's pupils at all times.

Duties and Responsibilities

Under the direction of the Headteacher or Deputy Headteacher, the EYFS Assistant Headteacher will:

School Culture

- Create an inclusive culture where all pupils achieve excellent outcomes, are ready for the next stage of their education and experience a positive and enriching school life;
- Facilitate a culture of staff professionalism and personal responsibility;
- Promote a culture of reading, including reading for pleasure, for all pupils;
- Develop strong community cohesion and collaboration.

Teaching and Learning, Curriculum and Assessment

- Establish and sustain high-quality teaching across the full curriculum and school, based on evidence;
- Secure the teaching of a broad, balanced, structured, progressive and coherently sequenced curriculum;
- Develop curriculum and subject leadership, including subject leaders and co-ordinators, with relevant expertise and access to professional networks and communities;
- Secure the use of evidence-informed approaches to reading (including early reading and phonics) so all pupils are taught to read at an age appropriate level;
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding;
- Effectively embed and promote Assessment for Learning strategies that support pupils in knowing and remembering more of the intended curriculum and facilitate responsive teaching and challenge for all.

Behaviour

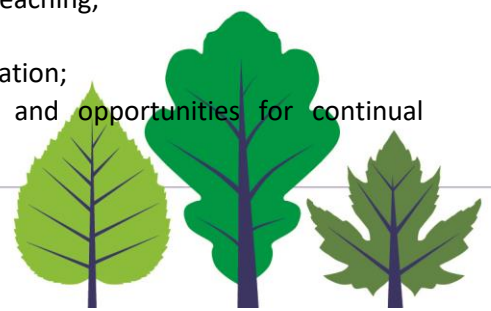
- Encourage and develop high standards of behaviour from all pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school;
- Use consistent, fair and relational approaches to managing behaviour in line with the school's policy.

Additional and Special Educational Needs

- Promote a culture and practices that enable all pupils to access the curriculum and achieve;
- Have ambitious expectations for all pupils, including those with SEND and barriers to learning;
- Develop strong partnerships to work effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where needed;
- Support the Inclusion Assistant Headteacher in making sure the school fulfils the statutory duties regarding the SEND Code of Practice.

Staff Management and Professional Development

- Support with recruitment of staff and ensure the requirements of Safer Recruitment are followed;
- Line manage designated teams of staff (teachers, teaching assistants and support staff) including attendance management, HR, welfare, conduct and performance;
- Performance manage designated teams and individuals including carrying out appraisals and holding staff to account for their performance;
- Manage staff well with due attention to workload;
- Source, organise and deliver high-standard professional development opportunities for staff;
- Use coaching and mentoring to empower and develop staff;
- Use team teaching, modelling and observations to improve quality of teaching;
- Provide regular, meaningful and timely feedback for staff;
- Keep up to date with and share, as appropriate, developments in education;
- Proactively seek and engage with training, professional reading and opportunities for continual professional development to meet own needs.



Organisational Management and School Improvement

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding;
- Ensure rigorous approaches to identifying, managing and mitigating risk and effective health and safety;
- Ensure effective use of budgets and resources;
- Establish and oversee systems, processes and policies so the school operates effectively and efficiently;
- Lead ongoing and annual review of standards of leadership, teaching and learning and outcomes;
- Write, implement, monitor, evaluate and measure impact of (short, medium and long term) strategies, strategic development plans, action plans, policies and relevant documentation for areas of responsibility including contributing to the school improvement strategy, self-evaluation and school development plan;
- Lead and support wider staff with a full range of monitoring and evaluation activities including lesson observations, drop-ins, learning walks, book / work scrutiny, data analysis and pupil/staff voice;
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context;
- Make sure school improvement strategies are effectively implemented, monitored and measured.

Governance, Accountability and Working in Partnership

- Work with the governing board as appropriate;
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties;
- Work successfully with other schools and organisations;
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.

Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the EYFS Assistant Headteacher will be required to carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher. Similarly, not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the EYFS Assistant Headteacher's work will be negotiated and agreed at the beginning of the performance management cycle each year.

Conditions of employment

The above responsibilities are in accordance with the current School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

Review and Amendment

This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Headteacher but only after full consultation between them. It will be signed if agreement is reached.

Complaints

If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Where the role holder is disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the role. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Note: This job description may be amended at any time in consultation with the postholder.

Postholder:

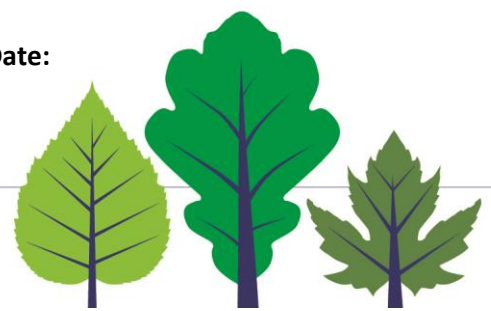
Signed:

Date:

Headteacher:

Signed:

Date:



EYFS ASSISTANT HEADTEACHER Person Specification

Professional Qualifications and training	
1. Qualified Teacher Status.	E
2. First Degree or Equivalent.	E
3. Further professional development in preparation for a leadership role.	E
4. Further professional development specific to EYFS.	E
5. Professional qualification related to leadership and management (eg NPQML, NPQSL, NPQH, NASENCO)	D
6. Willingness to study towards a related professional qualification (e.g. NQPEYL, NASENCO)	D
Experience	
7. Successful leadership and management in a school at a middle leadership level related to EYFS including working well under pressure, prioritising and effective delegation.	E
8. Class teaching experience within EYFS.	E
9. Involvement in school improvement including self-evaluation, development planning and external quality assurance.	E
10. Coaching, mentoring, performance management and holding others to account.	E
11. Significant contribution to staff development and training.	E
12. Leading whole school and/or EYFS specific initiatives, demonstrating impact on raising standards/outcomes.	E
13. Administration of statutory assessments and moderation in EYFS.	E
14. Responding to safeguarding disclosures and creating a culture of excellent safeguarding.	E
15. Working collaboratively with a wide range of external professionals and agencies.	E
16. Transition between and within EYFS including working with other settings and childcare providers.	E
17. Successful leadership and management in a school at a senior level.	D
18. Line management including HR, attendance management and disciplinary.	D
19. Effectively managing difficult conversations.	D
20. Supporting and leading recruitment processes in line with Safer Recruitment, including induction.	D
21. Complying with relevant health and safety regulations for EYFS, including risk assessments.	D
22. Contributing to governance and working with the governing body.	D
23. Effective management of budgets and compliance with financial procedures.	D
24. Responding to parental and external complaints, concerns and feedback.	D
25. Working in more than one school and / or a school(s) with similar characteristics to ours.	D
Skills, Knowledge & Understanding	
26. Understanding of high-quality, inclusive and responsive teaching and learning for EYFS and the ability to articulate and model this in order to support others to improve, including use of specific strategies.	E
27. Strong understanding of assessment in EYFS and effective use of a range of data to raise standards.	E
28. Strong understanding of effective EYFS curriculum development, design, implementation and monitoring.	E
29. Establish and maintain positive working relationships with a range of stakeholders including parents/carers.	E
30. A positive, relational approach to behaviour management and understanding of a range of strategies to support EYFS children, staff and parents / carers in meeting high standards in this area.	E
31. Effective communication and interpersonal skills with a range of audiences and purposes.	E
32. Understanding of safeguarding and child protection requirements, particularly in relation to EYFS.	E
33. Skills, knowledge and understanding relevant to EYFS (e.g. EYFS Framework, EYFS Ofsted requirements, admissions, attendance, part-time and full-time Nursery provision, SEND, finance, premises).	E
34. Engage with wider professional reading, research and evidence based practice.	D
35. Awareness and understanding of child development, attachment and developmental trauma.	D
Personal Qualities	
36. Child-centered and relational with high expectations for all.	E
37. Approachable, empathetic and nurturing. Listens and responds to others. Remaining calm at all times.	E
38. Self-awareness. Honesty when making mistakes and able to learn from them. Able to ask for help.	E
39. Strong moral purpose and clear personal values in line with those of the school – team fit.	E
40. Adaptable, innovative, positive, pro-active and solution focused.	E
41. Commitment to safeguarding, equality, inclusion, confidentiality and wellbeing.	E

