## JOB DESCRIPTION

ASSISTANT HEAD TEACHER – EYFS

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| **POST** | ASSISTANT HEAD TEACHER – EYFS |
| **JOB PURPOSE:** | * To support the Executive Head teacher and Associate Head teachers in providing leadership and management of the highest professional standard for the whole school. * To uphold the ethos, aims and values of the school, its policies and codes of practice at all times and in all circumstances * To manage the school during the absence of the Executive Head teacher and Associate Head * To work within the leadership group promoting high quality, optimum standards and high achievement in all areas * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for all learners in your care. * To facilitate and encourage learning experiences which provide learners with the opportunity to achieve their potential and to contribute to raising standards of their attainment. * To carry out the professional duties of a teacher. |
| **REPORTING TO:** | THE EXECUTIVE HEAD TEACHER |
| **RESPONSIBLE FOR:** | * Supporting theExecutive Head teacher and Associate Heads in providing the vision, leadership and direction to ensure that the school is managed and organised to meet its aims and targets, in a positive united way * Working with others, to evaluate the school’s performance to identify priorities for continuous improvement and raising standards: ensuring opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school’s aims and objectives, and to be a member of the Senior Leadership Group. * Supporting the Executive Head teacher and Associate Head in the day-to- day management, organisation and administration of the school. * Maintaining close daily contact with the Head teacher, Associate Heads, other AHTs, SLT, and staff to facilitate good communication, having particular regard to the complex nature of the school site. * Acting as an excellent role model of professionalism at all times: being well-organised, working to deadlines, providing an excellent model for personal attendance and punctuality, ensuring, as a minimum, personal working hours which reflect those of the majority of teachers. * Securing with the Executive Head teacher and Associate Heads, the commitment of the wider community by developing and maintaining effective partnerships in order to raise standards locally. * Helping the Executive Head teacher and Associate Heads to draw on the school community to create a productive learning environment that is engaging and fulfilling for all learners. * Assisting all staff to maintain positive attitudes and good relationships. * Ensuring high quality teaching and learning, standards and provision in the EYFS |
| **LIAISING WITH:** | All staff (teaching/ support), parents and governors, LA representatives, Government and External Agencies,. |
| **LINE MANAGEMENT OF:** | 1. Teachers in your phase 2. Support staff in your phase |
| **WORKING TIME AND STATUS** | Full time  Permanent |
| **SALARY/ GRADE** | **Leadership Pay Spine: Points 7 to 11** |
| **TEACHING AND LEARNING**  **SCHOOL YEAR**  **2015 -2016** | * To provide a role model for high standards of teaching and learning through personal example. * To be responsible for teaching, learning & standards in the EYFS * To be responsible as class teacher for a Reception class, with an approximate 80% teaching timetable. * To be responsible for teaching other groups and classes in the school as is reasonably requested in accordance with the school timetable and the relevant paragraphs of the current School Teachers Pay and Conditions Document |
| **MAIN DUTIES.**  **A. SHAPING THE FUTURE** | **WITH THE EXECUTIVE HEAD TEACHER AND DEPUTY HEADTEACHERS:**   * To ensure that the vision for the school is clearly articulated, shared, understood and acted upon by all. * To work with the school community to translate the vision into agreed objectives and operational plans that will promote and sustain school improvement. * To develop the school’s strategic plan by contributing to the priorities for the school improvement plan ensuring that strategic planning takes account of the diversity, values and experience of the school and community at large. * Implement the agreed aims of the school, consulting and liaising with the leadership group, SLT and other staff, to establish priorities and ensure that agreed policies are carried out * To demonstrate the vision, values, standards and expectations in everyday work and practice. * To motivate and work with others to create a shared culture and positive climate and promote good working relationships and a team spirit amongst the staff. * To ensure creativity, innovation and the use of appropriate new technologies to achieve excellence. * To represent staff views to the leadership group and equally ensure that the leadership group view is relayed to the senior management team, and staff in a positive united way. |
| **B.LEADING LEARNING AND TEACHING** | **WITH THE HEAD TEACHER AND DEPUTY HEADTEACHERS:**   * Ensure a consistent and continuous school-wide focus on pupil achievement, using data and benchmarks to monitor progress in every child’s learning. * Ensure that learning is at the centre of strategic planning and resource management. * Contribute to the determination, organisation and implementation of a diverse, flexible curriculum and assist in the implementation an effective assessment framework. * Take a senior position in the development of new and emerging technologies to enhance and extend the learning experiences of pupils. * Establish creative, responsive and effective approaches to learning and teaching. * Lead on the development and implementation of Phase action plans. * Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning. * Demonstrate and articulate high expectations and monitor the stretching targets set for the whole school community. * Support the implementation of strategies that secure high standards of behaviour and attendance across school - working with the leadership group to manage pupils’ behaviour, ensuring that school policy is followed consistently and communication is maintained with pupils, staff and parents.   **SPECIFIC TO THIS POSITION:**   * Provide leadership to the EYFS in terms of curriculum, assessment, teaching, learning and pastoral care. * Ensure continuity and progression through the phase and onto the next phase. * To lead in the induction of newly admitted children into the phase * To monitor, evaluate and review teaching and learning in the phase and help to promote improvement strategies * To provide a focus on teaching and learning through, training, support and advice to the phase staff through joint planning, modelling lessons, team teaching, coaching etc. * To maintain discipline in own phase, in accordance with the school policy and procedures * To provide behaviour management support for individual pupils, supporting and liaising with staff and external agencies, parents and senior staff as appropriate * To encourage good practice with regard to punctuality, standards of work and homework within own phase * To establish and implement school policies and practices in the phase for assessing, recording and reporting on learners’ achievement and to use this information for further planning and teaching and to recognise progress in report writing and record keeping. * To ensure that information about learners’ achievements in previous classes is used and valued for further progress. * To lead on Early Years Foundation Stage curriculum and welfare developments and standards for the EYFS. * To lead on whole school developments for the ECM agenda relating primarily to Economic Well-Being but also to Enjoying and Achieving * To lead and/or support in specific curriculum projects, according to the needs of the school. |
| **C.DEVELOPING SELF AND WORKING WITH OTHERS** | * To keep abreast of current developments in education generally and leadership and management in particular. * To be responsible for own professional development * Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture. * Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities. * To maintain effective strategies and procedures for staff induction, professional development and performance review in own phase * Support effective planning, allocation, and evaluation of work undertaken by teams and individuals, monitoring the clear delegation of tasks and the effective devolution of responsibilities. * Acknowledge the responsibilities and celebrate the achievements of individuals and teams. * Maintain a culture of high expectations for self and for others * Regularly review own practice, set personal targets and take responsibility for your own personal development. * Manage your own workload and that of others to allow an appropriate work/life balance. * To provide an excellent model for personal attendance and punctuality, ensuring, as a minimum, personal working hours that reflect those of the majority of teachers. * Lead on the induction and development of new members of staff, NQTs and students as appropriate |
| **D. MANAGING THE ORGANISATION** | **WITH THE HEADTEACHER AND ASSOCIATE HEADS:**   * Support with the supervision of pupils at lunchtime; being also entitled to a reasonable break in the school day. * Lead phase and whole school assemblies. * Lead staff meetings and INSETs as necessary. * Maintain and support the organisational structure that reflects the school’s values and enables the management systems, structures and processes to work effectively in line with legal requirements. * To assist with the recruitment, retention and deployment of staff and help them to manage their work load to achieve the vision and goals of the school. * Help to manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. * To ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money. * Use and integrate a range of technologies effectively and efficiently to assist in the management of the school.   **SPECIFIC TO THIS POSITION:**   * Ensure that phase staff are deployed appropriately * Ensure that cover and PPA arrangements for own phase are implemented according to school policy. |
| **E.SECURING ACCOUNTABILITY** | **AS DIRECTED BY THE HEADTEACHER AND ASSOCIATE HEADS:**   * Challenge underperformance at all levels and ensure effective corrective action and follow-up is put in place and has an impact on improvement. * Support in dealing with specific staffing issues, especially in terms of teamwork, capability, or discipline. * Take part in performance management as a team leader. * Fulfil commitments arising from contractual accountability to the governing body. * Assist with the developing of individual staff accountabilities that are clearly defined, understood and agreed and are subject to rigorous review and evaluation. * Work with the governing body and individual governors (providing information, objective advice and support) to enable them to meet their responsibilities. * Present a coherent, understandable and accurate account of the school’s performance to a range of audiences including governors, parents and carers. * To be actively involved in whole school monitoring, evaluation and review programmes |
| **F.STRENGTHENING COMMUNITY** | **WITH THE HEADTEACHER AND ASSOCIATE HEADS:**   * Work closely with partners in other schools in the Locality Network (Wembley) in order to develop initiatives, share good practice and promote higher standards. * Assist in promoting parental involvement in pupils’ learning, participating actively in parent and community events and working closely with home school link staff to develop and maintain good relationships. * Emphasise the benefits of a multi-ethnic school, strongly opposing any form of racism, and promoting equality of opportunity in terms of gender, ethnicity, religion, class and disability to build a school culture and curriculum which takes account for the richness and diversity of the school’s communities. * Securing the commitment of the wider community by developing and maintaining effective partnerships in order to raise standards locally * Assist with a range of community-based learning experiences. * Collaborate with other agencies in providing for the academic, spiritual, moral, social emotional and cultural well-being of pupils and their families. * To seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its values to the wider community. * To co-operate and work with relevant agencies to protect children   **SPECIFIC TO THIS POSITION:**   * + Developing strong home-school links and early partnership with parents including workshops, homework, transition arrangements etc. |
| **G.GENERAL DUTIES.** | Undertake such duties at the direction of the head teacher as may reasonably be required by the changing needs of the school.  Make a commitment to attendance at meetings at certain points during some school holidays, particularly prior to the start of the new school year.  1.This Job Description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying them out, although the duties listed will qualify for non contact time for Preparation, Planning and Assessment, in line with your teaching time. Leadership and Management time will be negotiated and identified.  2. To work in accordance with 1988 Education Act, more recent legislation with particular reference to Health and Safety requirements and DfES guidance, LA Policy and advice.  3. To supervise and monitor learners’ behaviour and conduct  both in lessons and in the playground as part of the school duty of care, pastoral and welfare support.  4. To ensure that records and reports of all accidents to children, staff and visitors are professionally dealt with and shared on a need to know basis with staff and after consultation with parents when appropriate.  5. To accompany a staff member and injured child, who requires urgent medical attention (if necessary).  6. To liaise and maintain good relationships with parents, relatives, guardians or carers and to offer help and support as required.  7.To take part in the school routines for Performance Management and Continuing Professional Development and to be responsible for your own Professional Portfolio, in line with the Policies and Code of Practice for the School with regard to Performance Management, Recruitment and retention of staff, Staff Discipline and Pay.  8. To attend staff meetings and other professional training as appropriate.  9. Employees are expected to be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers.  A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances therefore it is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.  Any such further reasonable direction to you, not covered by the above, will be the responsibility of the Head teacher. |
| **H. SPECIFIC RESPONSIBILITIES**  **(N.B.**  **These tasks will change, be specific to the person, the school context and the requirements of the post by each school** | * To observe, analyse and monitor particular aspects of the School Improvement Plan in line with the school monitoring programme. * To mentor and coach individual colleagues as agreed with the Headteacher and individuals after analysis and consultation. * To report to SLT, Staff, Governors and the LA as necessary especially on the Every Child Matters Outcomes and to contribute to school self-evaluation and the up-dating of the SEF. * To be a Phase Behaviour Coordinator * To be a Team Leader for Performance Management * To be a member of the School Senior Leadership Team * To attend LA training courses as agreed with the Head teacher and your own Performance Management objectives.   Other tasks commensurate with specific responsibilities.  (Other tasks to be inserted as necessary)  **The list of tasks for you and the time required to carry them out will be agreed as a result of the school monitoring and INSET programmes and the needs of the school. They will be reviewed and agreed between yourself and the Headteacher termly**. |
| I.Agreement | Date for revision of this document 04.05.2018  Headteacher Mr Rob Fenton Date: 04.05.2018 |

This job description is based on the National Standards for Headteachers

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