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| **Job Description** |
| T:\Admin NEW\General admin docs\Logos and letterheads\Final Logo April 2015.jpg  **CIMG3785FAWOOD CHILDREN’S CENTRE & MAINTAINED NURSERY SCHOOL**  **SERVICE AREA:** Children & Families  **POST TITLE:** Deputy Headteacher  Curzon Children’s Centre  **SALARY: L9 – L13** |
| 1. PURPOSE OF JOB  To take the lead on learning and teaching, including curriculum development  To take the lead on achievement and inclusion within Fawood  To be a dynamic and visionary leader of others  DIRECTLY RESPONSIBLE TO  *Executive Headteacher*  2. SERVICE RELATIONSHIPS  *The post-holder will liaise with all members of the centre staff and line manage all teachers within the provision.*  3. MAIN DUTIES AND RESPONSIBILITIES  LEAD WITHIN PARTNERSHIP   * To deputise for the Executive Headteacher in their absence * To play a key strategic role across the partnership, working within an integrated SLT to construct & implement Development Plans and self-review tools. * To model the vision and values that drives the partnership in all forums and interactions. * To work with the other DHT (Curzon Crescent), to ensure that self-evaluation relating to children’s progress and quality of teaching are moderated. * To play an active role in the recruitment and induction of staff. * To provide the consistent point of leadership reference on one site within the partnership. * To develop, monitor and evaluate key policies and procedures.   LEADING LEARNING   * To work with all practitioners to ensure that children’s outcomes and children’s progress drive innovation, development and reflection * To ensure that the curriculum is rich, deep and relevant and thus is a lever for securing and maintaining high standards for all * To provide an exemplar of good practice who models the highest aspirations for young children and the practitioners that work with them * To take the lead role in monitoring the quality of learning and teaching, devising quality frameworks that articulate the highest quality and standards * To ensure that the learning environments are stimulating, engaging and learning focused * To ensure that summative data is utilised effectively across staffing teams to ensure that interventions are diminishing the difference and that all children’s learning needs are being met * To develop and maintain outcome tracking measures for past children, to ensure Children’s Centre outcome measures are known (EYFSP) * To play an integral role in constructing and moderating key elements of self-evaluation * To work with our partner Centre and the wider learning community to ensure that children’s progress data is valid and reliable * To report to the Governing Board, particularly the curriculum committee; ensuring they have the tools at their disposal to hold the Centre’s to account eg. Children’s/groups progress data, impact of interventions and contextual information.   LEAD OTHERS   * To secure the smooth day to day running of the nursery provision. * To provide support, challenge and rigor to those who lead learning (teachers) through performance management. * To provide stimulation, reflection tools and development points through a coaching model, to further raise quality of practice. * To work with the Family Services Manager to ensure that crèche provision reflects the quality and ethos of the nursery provision. * To remain proactive in relation to emerging pedagogical theory and political trends that will influence learning and teaching in the early years. * To lead the learning of others through planned, delivered and evaluated CPD sessions for both nursery staff and Centre wide staff as appropriate. * To provide a pedagogical reference point for the wider learning community, through work with Brent School Partnership, childminders, PVI’s and the Early Years Advisory Team, as Centre priorities dictate.   LEAD INCLUSION   * To maintain a wide focus on the achievement and inclusion of all. * To systematically reflect on the progress patterns within cohorts and groups in order to identify those at risk of underachieving. * To plan and evaluate the effectiveness of interventions, including the impact of the work of support staff. |