



*Leadership for a better world*

## **JOB DESCRIPTION (ACADEMIC)**

### **I. Job Information**

|                                  |                          |
|----------------------------------|--------------------------|
| <b>Job Title:</b>                | Head of Early Years      |
| <b>Department:</b>               | Lower School Early Years |
| <b>Line Manager's Job Title:</b> | Head of Lower School     |

### **II. Job Specification**

#### **Job Purpose:**

- To organise the day to day running of the Early Years including Pre-Nursery Year Groups.
- To take particular responsibility for the welfare of staff and pupils within Early Years.
- To monitor and develop the Early Years curriculum and promote high levels of achievement in the Phase.

Harrow Beijing is committed to safeguarding and promoting the welfare of children and young people and expects all staff and those connected to the school to share this commitment.

#### **Key Tasks and responsibilities**

1. Lead by example in all professional matters ensuring that all teachers and students observe affairs such as dress, punctuality and behaviour.
2. Work closely with the School's leadership team to ensure effective implementation of the School's strategic planning and to take a central role in that process.
3. Offer support and encouragement to colleagues, providing a listening ear when required, particularly when dealing with pupils and parents.
4. Actively establish good relations with parents and visitors to the School.
5. Monitor and evaluate schemes of work and Harrow EY Profiles (grids) to ensure continuity, progression and consistency between year groups and phases.
6. Nurture the development of quality Teaching and Learning strategies and to set a model of excellence in classroom practice.
7. Manage and monitor the delivery of the Harrow EY curriculum and, thereby, be accountable for the quality and consistency of provision to all pupils within the Phase.
8. Be up to date and familiar with all School policies and, in association with the Head of Lower School, ensure they are implemented within the year groups.
9. Ensure all staff receive appropriate safeguarding training and are familiar with the school's safeguarding procedures and policies.



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10. Oversee the implementation of an age appropriate PSED curriculum that reflect the School's leadership attributes.
11. Be responsible for the Discipline and good Behaviour within Early Years.
12. Discuss and implement appropriate actions with teachers regarding student Welfare, Behaviour and Social and Emotional Development.
13. Coordinate Personal Development and Leadership activities across Early Years year groups.
14. Oversee the timetables for Early Years teachers and Support Teachers as designed by the Head of Lower School and the Director of Studies.
15. Monitor Health and Safety matters within Early Years and report any cause for concern to the designated Health and Safety Officer.
16. With the Head of Pre-Prep, organise and coordinate events, provide feedback to the Head of Lower School after events and provide an opportunity for staff to make suggestions for alterations and improvements.
17. Manage the budget and resources effectively.
18. In liaison with the Head of Pre-Prep, construct and implement the EY duties, Lion Club after school activities and assembly rota for the Phase and/or building.
19. Monitor, with the Deputy Head of Lower School and the Director of Studies, the procedures for assessing, moderating and recording the children's level of achievement including Harrow Grid tracking and academic EY Profiles.
20. Scrutinise the results of various assessment procedures in order to set realistic academic targets for students.
21. Maintain, in association with the Head of Lower School, open communication with parents by working in partnership with them through consultation and sharing of information about the needs and progress of their children.
22. In liaison with the Director of Studies, assist with the development and implementation of assessment procedures in the Phase.
23. Coordinate new children's assessments and enrolment into the Phase.
24. Develop a sense of community and unity within the phase along with a strong team spirit.
25. Commitment to Safeguarding and promoting the welfare of children and young people by ensuring that all staff, and those connected to the School, share this commitment and responsibility. To take seriously the responsibility to safeguard and promote the welfare of children, and to work together with others to ensure adequate arrangements within the School help to identify, assess, and support children who are suffering harm.

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**Key Relationships:**

Internal

- Lower School Senior Management Team
- Early Years Class Teachers, Support Teachers and Nannies
- Early Years Administration Team
- HBJ Operations, Finance and HR Departments

External

- Pupils
- Parents
- Guardians

**Other important features or requirements of the job:**

- Actively promote and develop the ethos of the School.
- Support and attend all major School events.
- Maintain a teaching load appropriate to the position, including participation in Enrichment Activities, and as agreed with the Headmaster.
- Take a fair and appropriate share of duties.
- Keep up to date with curriculum developments through reading and in-service training.
- Chair regular Early Years meetings.
- Liaise with LS Heads of Departments to ensure Early Years is properly resourced for Teaching and Learning.
- Act in support of Early Years staff and to deal with pupil pastoral care, which will include making arrangements of the support of new pupils.
- Review all pastoral policies.
- See parents, where appropriate, on matters for consultation, and keep notes on ISAMs of all such meetings for the Head of Lower School and the SLT and for the student's file.
- Be involved, where appropriate, in referrals to external agencies.
- Be aware of any pupils' special needs in any area and liaise with the appropriate staff within school.
- Liaise with appropriate colleagues to ensure smooth transition of pupils between Phases.
- Be informed about the progress and welfare of all pupils within the Early Years and keep Lower School Management Team fully informed.
- Be an active member and attend meetings of the Lower School Management Team and take a leading role in discussing and negotiating policies and procedures.
- Be responsible for the leadership and management of the Early Years Class Teachers, Support Teachers and Nannies.
- Ensure that School policies and procedures are carried out at all times.
- Coordinate the use of shared facilities and space within the Early Years teaching area, including indoor play arrangements for all pupils who use the EY space.
- Provide a stimulating and caring atmosphere of all teaching areas and bring any defects to the attention of the Head of Lower School.

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- Advise the Head of Lower School on the resourcing of the Phase.
- Manage the organisation of educational visits within the Phase.
- Produce marketing information for the Phase.
- Be a reference point for staff concerns in the Phase.
- Ensure all staff, students and parents are informed about events.
- Monitor the attendance and punctuality of students in the Phase, checking that the register has been completed on a weekly basis in liaison with the Deputy Head of Lower School.
- Ensure that student assessment files are updated as necessary.
- Oversee the reporting process and deadlines and to develop these processes as needed.
- Ensure that all reports are proof-read.
- Encourage staff development through offering timetabled support for peer observations and team teaching.
- Be involved with Head of Lower School in the Professional Development Review of staff.
- Assist in the orientation programmes for teachers new to the Phase.

**III. Person Specification (see guidance below before updating this section)**

|                             | Essential   | Desirable   |
|-----------------------------|---|---|
| <b>Behaviours</b>           | <ul style="list-style-type: none"> <li>• Evidence of the ability to maintain effective classroom behaviour in a positive context and to promote well-ordered and self-controlled behaviour throughout the School.</li> <li>• Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.</li> <li>• Uphold the values and ethos of the school by actively promoting an emotionally secure, warm, stimulating and safe environment appropriate to the needs of the individual pupils and their families.</li> </ul>   |   |
| <b>Skills and Knowledge</b> | <ul style="list-style-type: none"> <li>• Evidence of a clear view about the future development of the EY Phase and an ability to manage change.</li> <li>• A detailed knowledge of Early Years practice and policy gained through first-hand experience, strategic management and direct delivery.</li> <li>• A clear understanding of the needs of young children and their developmental stages.</li> <li>• Excellent programme and staff management skills.</li> <li>• Ability to work in a way that promotes the safety and wellbeing of children.</li> <li>• Effective communication and engagement with children and their families.</li> </ul> | <ul style="list-style-type: none"> <li>• An ability to think proactively, bring creative and strategic solutions to overcome barriers to delivery.</li> <li>• Knowledge and understanding of positive disciplinary methods.</li> <li>• Knowledge and understanding of child development and its impact on behavior</li> </ul> |



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| <b>Experience</b>     | <ul style="list-style-type: none"><li>• Minimum of 5 years recent successful teaching experience preferably in an International school.</li><li>• Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration.</li></ul> |  |
| <b>Qualifications</b> | <ul style="list-style-type: none"><li>• Qualified Teacher Status and evidence of appropriate subsequent in-service training.</li><li>• GCSE Maths and English at Grade C or above.</li></ul>  |  |