



## **Title of Post: Leader of Early Years**

### **Accountable to Executive Headteacher**

The appointment of an Assistant Headteacher is subject to the current conditions of employment for teachers contained in:

- the School Teachers' Pay and Conditions Document (STCPD);
- the School Standards and Framework Act 1998;
- the required standards for qualified teacher status;
- Other current legislation.

This job description may be amended at any time following discussion between the Executive Headteacher and the member of staff, and will be reviewed annually.

### **General description of the post**

All post-holders are to ensure the school's vision, ethos and Christian values are embedded in the day-to-day and long-term running of the School. Each post-holder must share and deliver the sponsors' Christian principles and values of honesty, respect, compassion, love, forgiveness, self-discipline, creativity and hope

The holder of this post is expected to carry out the professional duties of a Leader of Early Years as described below, and undertake to the extent required by the Head of School, Executive Headteacher or the Local Academy Committee, the professional duties of the Senior Leaders in the event of their absence from the School as circumstances may require and in accordance with the School's policies.

The Leader of Early Years, working with others, is responsible for evaluating the School's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices and ensuring that resources are efficiently and effectively used to achieve the School's values, aims and objectives.

### **Relationships**

The post holder is accountable to the Executive Headteacher in all matters, including a whole School accountability for:

- **Dedicating teaching commitment**
- **Leader of Learning**
- **Line Management and CPD coordinator for Early Years Staff**
- **Trust School Partnership Leadership Portfolio – Early Years**

**Within the Performance Management (PM) process, the Leader of Early Years will act as a reviewer to specified staff.**

### **Outcomes**

#### **1. Achievement and Standards**

##### **Contribute to the Partnership Self Evaluation and Improvement Plan priorities of:**

- Setting high expectations and continuously monitoring and evaluating the effectiveness of learning outcomes.
- Securing a collaborative school vision of excellence and equity that sets high standards for every student.

##### **Duties and responsibilities:**

- As leader of learning:
  - Ensuring a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning against 'Development matters' and the 'Foundation stage profile'.
  - Promoting and supporting teachers to provide sufficient time for observation and assessment to establish what children have learnt from it.



## 2. The quality of provision

### Contribute to the Partnership Self Evaluation and Improvement Plan priorities of:

- Raising the quality of teaching and learning and embedding a learning culture that will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.
- Setting high expectations and monitoring and evaluating the effectiveness of learning outcomes

### Duties and responsibilities:

- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies.
- Developing a corporate learning environment and teaching practice through a supportive development and training programme that secures effective progress across the breadth of the activities.
- Ensuring that curriculum support is provided to newly qualified teachers, non-assigned teachers and teachers and teaching assistants who may be new to the School.
- Monitoring of the quality of teaching and pupils' achievements including the analysis of performance data and observation.
- Demonstrate the principles and practice of effective teaching and learning
- Acknowledge excellence and challenge poor performance across the school
- To take a lead role in formulating, implementing and monitoring planning procedures
- Inset coordinator for curriculum development and lead in curriculum based staff meetings
- Timetable and ensure sufficient cover for the delivery of the Early Years curriculum at all times
- Take a lead role in reporting to the Local Academy committee
- Act as a pace setter for self-evaluation, clearly identifying strengths and areas for improvement to be included in the School Evaluation and Improvement Plan (SEIP)
- To monitor and keep under review the teaching methods used for the purposes of consistency, continuity and high standards
- To take a lead role in mentoring NQT's.
- To be team leader in all performance management
- Whenever possible to work alongside class teachers in order to provide guidance and help and to support the Head of School and Executive Headteacher in monitoring teaching and learning
- Take a lead role in setting high expectations for good pupil behaviour, ensuring the schools policy on behaviour and discipline is at all times applied consistently and fairly and thus provide the optimum learning environment

## 3. Leadership and management

### Contribute to the Partnership Self Evaluation and Improvement Plan priorities of:

Providing effective organisation and management and improving organisational structures and functions based on rigorous self-evaluation.

### Duties and responsibilities:

- Leading the **whole school** effectively in the absence of the Head of School when required to do so.
- Supporting the Head of School and Executive Headteacher in developing positive working relationships with and between all staff.
- Carrying out and securing the carrying out by other staff of School policy and procedures as defined by Executive Headteacher and LDBS Academy Trust.
- Assisting in the appointment of staff as requested and their deployment in the timetable to make most effective use of their skills, expertise and experience.
- Ensuring that all staff has a clear understanding of their roles and responsibilities.
- To manage the delegated budget efficiently and report the budget status to governors and the Executive Headteacher as required.



#### 4. Personal development and well-being (Every Child Matters)

##### **Contribute to the Partnership Self Evaluation and Improvement Plan priorities of:**

- Securing and maintaining good working relationships with colleagues.
- Being an excellent example to pupil's staff, parents and governors through their professional presentation and conduct in order to promote pupils' personal development.
- The Inclusion of every student and the ability and right of all to be the best they can be.

##### **Duties and responsibilities:**

- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Support the Head of Schools and Executive Head to build a collaborative learning culture within the school and actively engages with other schools to build effective learning communities.
- Ensuring that parents are well informed about the children's learning, progress and their part in the process of improvement.

##### **Knowledge, skills and competencies required:**

- Has a commitment to choice and flexibility in learning to meet the learning needs of every child.
- Works effectively with relevant agencies to protect children.
- Gives and receives effective feedback and acts to improve personal performance.
- Treats people fairly, equitably and with dignity and respect to create and maintain a positive Academy culture. (L)
- Builds a collaborative learning culture within the School and actively engages with other Schools to build effective learning communities. (L)

#### 5. Views of learners, parents/carers and other stakeholders

##### **Contribute to the Partnership Self Evaluation and Improvement Plan priorities of:**

- Engaging with the internal and external school community to secure equity and entitlement for all.
- Collaborating with other schools in order to share expertise and bring positive benefits to the school.
- Working collaboratively at both strategic and operational levels with parents and carers and across the school workforce for the well-being of all children.

##### **Duties and responsibilities:**

- Creating and promoting positive strategies for challenging prejudice through the curriculum
- Ensuring learning experiences for pupils are linked into and integrated with the wider community.
- Collecting and taking account of the views of learners, parents/carers and other stakeholders in the development of learning strategies.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families

##### **General**

- take on specific tasks related to the day to day administration and organisation of the school as requested by the Head of School and or the Executive Headteacher ;
- take on any additional responsibilities which might from time to time be determined;
- to engage with appropriate training opportunities to promote professional effectiveness in this role