

**Rolfe’s Nursery School**

# (Part of the Alpha Plus Group Limited)

**DEPUTY HEAD**

JOB DESCRIPTION

The Deputy Head must maintain total confidentiality and courtesy at all times regarding the school in their dealings with parents, staff, prospective parents and the public at large. The work will vary from day to day, but routine duties are outlined below. Information pertaining to any aspect of the school must not be disclosed to any parties outside of school.

**Purpose of the role**

The purpose of this role is to deliver high quality early education for the children in the nursery school. It involves being a member of the teaching team and overseeing the practice to ensure that is of high quality. It is a leadership role that includes:

* Leading the teaching practice within the school
* Holding responsibility for the management of the school in the absence of the Head
* Ensuring that children experience a rich early years’ curriculum that enables them to develop the knowledge and skills to become ready for school.

As well as being an experienced Early Years Teacher, you will work in partnership with parents to develop positive and effective relationships.

**Main Responsibilities:**

* To be accountable for the delivery of high quality inclusive early education, which is responsive to the needs of children and their families
* To assist the Head in the day to day management of the school
* To promote the ethos of the school and have a high regard for the culture of the school including behavior and attitude of staff and children
* To lead practice within the school. This includes:
- Establishing and sustaining a safe and welcoming environment through the provision of appropriate and attractive resources
- Planning a balance of child-led and adult initiated experiences
- Organising learning materials and resources and making imaginative use of resources
- Developing children's curiosity, interests and knowledge
- Structuring and shaping the curriculum so that it is fit for purpose.
* To monitor systems of assessment, recording and reporting on the progress in children’s development and learning
* To ensure that all teachers understand the principles and content of the Early Years Foundation Stage and know how to put them in to practice
* To ensure that all teachers have high expectations of all children and demonstrate commitment to ensuring that they can achieve their full potential
* To influence and shape the policies and practices of the school and share collective responsibility for their implementation
* To ensure that the practice is maintained within current legislative requirements including the Safeguarding and Welfare Requirements, Health and Safety and Safeguarding and the Learning and Development Requirements.
* To work in partnership with parents / carers and other family members, providing formal and informal opportunities through which information about children’s well-being, development and learning can be shared to improve outcomes for children
* To take responsibility for staff’s professional development including sessional staff by role modelling best practice, providing mentoring support sessions and organising CPD opportunities.
* To conduct termly observations of practice and report findings to the Head
* To contribute to and participate in the recruitment of new teaching and ancillary staff
* To participate in staff reviews as requested by the Head
* To play a key role in helping to implement and embed assessment practices.
* To be one of the Safeguarding Leads in the nursery school
* To monitor non-contact time for the teaching team and organise the lunch rota
* To contribute to the organisation of key school events as for example school play, concerts, curriculum evenings
* To create and contribute to a working culture and practices that recognise, respect and value difference.
* To contribute as a member of various working parties as maybe required by the Head or Head Office of Alpha Plus
* To work with the Head in ensuring the ‘Gold Standards’ of the Alpha Plus Group is upheld
* To undertake any other duties as may be appropriate and required from time to time.



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PERSON SPECIFICATION

**Essential requirements of the post**

Experience and qualifications:

The post holder must hold a Level 3 Early Years qualification or above. For applicants with QTS, this should be specific to the foundation stage age group. The applicant should be able to demonstrate training and recent extensive experience of working in at a leadership level with the early years’ age group.

* Extensive experience of working with young children, particularly 2-5 year olds
* Experience of leading teams in delivering high quality early education
* Experience of working with families, identifying support and working in partnership with them
* Experience of working in partnership with other agencies and organisations when identifying and meeting the needs of children and families and in response to safeguarding concerns.

Knowledge and Understanding

* A thorough knowledge and understanding of the EYFS, Ofsted Education Inspection Framework and relevant current legislation.
* A good understanding of the developmental needs of young children, particularly 2 to 5 year olds
* A good understanding of what constitutes a quality early education environment
* An up to date knowledge and understanding of safeguarding requirements and procedures
* A good understanding of making accurate assessments of children’s learning and development and devising appropriate next steps to their learning
* A commitment to inclusive and non-discriminatory working practice with children, families, colleagues and the community

Skills and Abilities

* Ability to design and develop effective early education environments and educational programmes that are built on the children’s interests and promote the characteristics of effective teaching and learning.
* Flexibility, initiative and the ability to vary and change the curriculum according to developmental needs of the children
* Good observational skills and the experience to support staff in knowing when and how best to intervene to support children’s learning and development
* Good communicational skills
* Excellent active listening skills
* Resilience and commitment to continuous improvement of teaching practice
* Reflective practice and problems solving skills