



Moreland Primary School
 Moreland Street,
 London EC1V 8BB
 Tel: 0207 253 8144
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Job Description - Assistant Headteacher with Responsibility for SEN and Inclusion Moreland Primary School

Title & Grade of Post	Assistant Head Teacher Leadership Scale 3-7
Ethos	<p>To assist the Executive head teacher and leadership team in maintaining an ethos of high morale in which individuals feel valued and where personal endeavour and responsibility are fostered.</p> <p>To set an example of high quality performance in standards and leadership.</p> <p>To develop good practice within the Federation by initiating ideas, encouraging the strengths of others, empowering them to do the best they can.</p> <p>To lead in promoting an inclusive ethos where all pupils needs are met and they achieve well.</p>
Status of Post	<p>This is a leadership post within the Federation staffing structure, which carries with it membership of the Leadership Group. This post holder is accountable to the Executive head teacher. As Assistant Headteacher, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Executive head teacher.</p>
Job Purpose	<p>To lead on developing and managing children with SEN and the implementation of the school's Inclusion Policy. To work alongside the leadership team in the promotion of inclusion actively promoting effective, exciting teaching and learning practice across the school that raises the quality of inclusive teaching and learning and achievement for all pupils. To be prepared to work towards the National SENCO qualification if you do not hold it.</p> <p>To be on the safe guarding team and be flexible in what you do but also to demonstrate initiative to benefit the school and the team.</p>
Reporting to	<p>The post holder is responsible and accountable to the Executive head teacher in all matters expected to interact with and lead colleagues on a professional level in order to promote a mutual understanding of the federation's vision and values.</p>
Health & Safety Statement	<p>So far as is reasonably practicable, the Assistant Headteacher must ensure that safe working practices are adopted by employees and in all premises/work areas, to maintain a safe working environment, including the grounds and buildings for employees and service users.</p>

	These are defined in the Health, Safety policy, Safeguarding Policies and Codes of Practice.
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Main Expectations of the role

1. Leading Learning and Teaching

- Maintain a high profile as an example of best and leading practice within the classroom and foster the high expectations to which the Federation consistently aspires.
- Support the vision, ethos and policies of the school which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender and ability.
- Identify and model the most effective teaching approaches for pupils with SEN/EAL and other barriers to learning.
- Support other staff to plan and differentiate teaching and learning for children with additional needs.
- Monitor teaching and learning activities to ensure they meet the needs of pupils with SEN/ EAL and emotional/ behavioural difficulties.
- Identify and teach skills that will develop pupils' ability to work independently.
- Develop effective liaison with other schools to ensure continuity of support and learning when transferring pupils with additional needs.
- Develop and maintain systems of monitoring and recording pupil progress in relation to targets set and in line with the school policy.
- Attend and lead professionals and parent meetings, keep parents informed about their child's progress and ensure positive working relationships with parents to promote pupils' learning.
- Take a leading role in ensuring more able pupils more than expected progress year on year.
- To line manage support staff who work with children in the classroom.
- Share responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted.
- Coach and work alongside teachers in the classroom and develop staff to maximise impact on effective teaching and learning.
- Through liaison and guidance, work closely with curriculum leaders and class teachers to ensure the best learning opportunities for children.
- Actively include pupils to further enhance their learning opportunities and personal development.
- Support the target setting process; including statutory procedures and targets for individuals and groups throughout the Federation.
- Implement positive strategies to promote high standards of behaviour.

- To work with outside agencies efficiently and effectively to ensure children benefit.
- Challenge underperformance and ensure effective corrective action and follow up.
- To demonstrate a commitment to positive behaviour management acting as a restorative practice facilitator.

2. Developing self and managing others

- Contribute to the positive school ethos in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of children and young people is paramount.
- To promote the safeguarding of children.
- Make a distinctive contribution to the wider school team and continued development of the Federation of St Luke's and Moreland Primary Schools.
- Contribute to the development of collaborative approaches to learning within the schools and beyond.
- Monitor the effectiveness of colleagues' teaching and wider professional impact and report the evaluation to the Executive head teacher.
- Lead, manage and organise meetings as appropriate.
- Set high expectations for your own performance and that of others.
- Keep abreast of current initiatives and disseminate as appropriate to staff.

3. Management

- Manage the day to day activities of the delegated areas of responsibility to ensure the School meets statutory requirements in a highly effective and efficient manner.
- Develop and see-through action plans in specified areas of responsibility, in order to bring about improvements.
- Contribute to the planning process for the distribution of resources, to ensure they meet the schools identified priorities.
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money.
- Ensure that equal opportunities for pupils and staff are effectively promoted.
- To oversee and monitor delivery against EHC Plans and chair all annual reviews.
- Be a designated person for Child Protection in the school and liaise with other agencies, colleagues and parents to ensure the safety and well-being of all pupils, in accordance with the school's safeguarding policies and procedures.

4. Securing Accountability

- Work alongside the Executive head teacher to secure improvement through Performance Management; take responsibility for the performance management of identified staff
- Support staff in understanding their own accountability, and develop approaches to its review and evaluation.
- To work alongside the leadership team to use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the School Development Plan.
- Contribute to the reporting of the performance of the school to parents, carers, Governors and other key partners as necessary.

5. Strengthening Community

- Support the development of the Federation within the community; strengthening partnerships with other schools and services thus enhancing community cohesion.
- Respond to an understanding of the diversity of the school communities.
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice.
- Evaluate and enhance the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community.
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement, involving parents as true partners in the education of their children.



PERSON SPECIFICATION

Assistant Headteacher

Experience, qualifications and training

- Qualified teacher status
- Experience of teaching across the EYFS, KS1 and Key Stage 2
- Experience of leading SEN/ Inclusion
- Successful teaching experience for a minimum of five years.
- Hold the National SENCO Award or be willing to work towards it

Safeguarding

- Displays commitment to the protection and safeguarding of children and young people
- Has up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people
- Will co-operate and work with relevant agencies to protect children.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.

Shaping the future for the Federated schools

- Demonstrates an understanding of how to build, communicate and implement a shared vision
- Has taken a lead role in aspects of whole school improvement
- Motivated others to attain agreed goals.

Leading, Learning and Teaching

Can demonstrate the ability to:

- Show outstanding teaching differentiating effectively to include all pupils
- Get the best outcomes for children including progress and attainment
- Successfully lead on developing teaching and learning of children with additional needs
- Successfully develop the use of technology to support teaching and learning
- Support and participate in leading curriculum developments in SEN and children with EAL
- Successfully interpret data to raise standards

Developing self and working with others

Can demonstrate the ability to

- Lead and build teams
- Stretch your own professional development and that of others

- Keep fully abreast with the development of educational principles and practice
- Attain results within deadlines
- Challenge, influence and motivate others to attain high expectations.
- Commit to collaborative working in and beyond the school.
- Develop the professional qualities of resilience, determination and an ability to overcome obstacles
- Display a range of personal qualities to ensure staff have confidence in your ability to lead and manage.

Managing the Organisation

Can demonstrate the ability to

- Manage the school efficiently and effectively when required
- Implement the SEN code of practice and relevant inclusion legislation, carry out assessments, follow referral procedures, request and implement EHCPs and develop Inclusion across the school.
- Manage children's medical needs and ensure implementation of individual health care plans.
- Monitor the impact of teaching and learning including managing interventions to ensure rapid progress and value for money.
- Organise resources to attain given results within a budget
- Promote the schools and the Federation to the wider community
- Show you are a skilled team leader able to plan, organise and communicate effectively
- Lead, manage and secure change
- Respond quickly and effectively with subtlety and sensitivity when situations demand.

Securing Accountability

Can demonstrate the ability to

- Have a good working relationship with parents and other stakeholders
- Present information coherently to a range of audiences, including Governors, parents and carers
- Hold staff accountable.

Strengthening Community

Can demonstrate the ability to

- Present the schools and the Federation favourably to the communities
- Work effectively with children, families, staff and external professionals to ensure the best outcomes for children with additional needs.
- Play a lead role in the development of policies and practices with regard to improving outcomes and opportunities for pupils.
- Make a significant contribution to developing a Federation culture which takes account of the local communities
- Ensure that the learning experiences of the pupils takes account of global and environmental concerns.
- Take a lead role in the development of the Federation as a caring community
- Create and maintain an effective partnership with parents, carers and other professionals.

Personal Qualities

- Demonstrates strong interpersonal and communication skills
- Has an adaptable and flexible approach

- Desire to promote respect between children, staff, parents and governors
- A well organised person able to manage time effectively, to delegate, to prioritise and to meet deadlines
- Ability to recognise and utilise staff strengths
- Ability to build, support, motivate and work as part of a high performing team
- Ability to inspire children
- Demonstrates a high level of reliability and integrity
- Has personal impact and presence
- Has a good sense of humour.



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JOB DESCRIPTION

POST: EYFS Assistant Head 0-5 (non- class based/ 50% teaching commitment)

GRADE: Leadership

RESPONSIBLE TO : Executive Head teacher

PRIMARY JOB FUNCTION

The EYFS Assistant Head is primarily required to carry out the duties of a teacher, as set out in the School Teachers' Pay and Conditions Document. S/he is also required to carry out specific duties as EYFS Assistant Head, to be an effective role model for staff in all aspects, including teamwork, positive relationships with children and parents, and teaching practice and to be an advocate for learning through play.

DUTIES AND RESPONSIBILITIES

1. Manage the development of a child centre play-based provision & curriculum appropriate to the developmental needs of young children, based on observation and assessment of individual children's needs and interests and a sound knowledge and understanding of the relevant curriculum guidance (Early Years Foundation Stage) and the latest developments in policy and practice.
2. To be an outstanding model of teaching for children in the Early Years.
3. Monitor and evaluate the effectiveness of Early Years provision (0-5) for teaching and the learning and development of children through a programme of regular review, planning, assessment and INSET.
4. To have knowledge and understanding of and uphold Child Protection procedures and strategies ensuring that children are safeguarded and appropriately supervised at all times within agreed guidelines.

5. Manage and support staff in developing and maintaining the observation, assessment and planning cycle within an effective learning environment.
6. Manage in developing and maintaining appropriate positive behaviour strategies with children and staff.
7. Take a lead in developing and maintaining a partnership with parents that values their contributions and includes them in their child's education; including ensuring smooth transitions and continuity for the child and parents into, within and out of the EYFS.
8. To work collaboratively with the 0-3 Manager and Y1 teachers to ensure smooth transition between phases.
9. Promote links with other agencies, schools and the local community. Make positive relationships with, and foster teamwork amongst, members of staff, parents, governors, LEA representatives and other agencies.
10. Lead on identifying development priorities and, leading and managing development in areas of the EYFS curriculum.
11. Where appropriate, lead in-service training and advise on individual CPD opportunities for other member of staff. To be available to colleagues as a "consultant" to guide and advise on practice, ensuring the best possible development and progress for all children.
12. To take appropriate responsibility for maintaining and promoting the ethos of the School.
13. To take appropriate responsibility for maintaining the EYFS environment inside and outside.
14. Liaise with class teachers to support planning and provision for children with SEN and carry out SENCO responsibilities for children in the EYFS in consultation with the SENCO/ Inclusion Lead.
15. To ensure EYFS staff receive effective supervision in line with school policy and statutory guidance.
16. To co-ordinate assessment responsibilities for the EYFS including moderating assessments, management of data and carrying out pupil progress meetings (in conjunction with the Head of School).

PERSONAL RESPONSIBILITIES

To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.

To promote the safeguarding of children.

To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.

To undertake training and professional development as appropriate.

To undertake other duties appropriate to the post that may reasonably be required from time to time.

PERFORMANCE STANDARDS

To ensure that the school's customer care standards are met and adhered to.

At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

ADDITIONAL:

- To use and assist others in the use of information technology systems to carry out duties in the most efficient and effective manner.
- To achieve agreed service outcomes and outputs, and personal appraisal targets, as achieved by the line manager.
- To undertake training and constructively take part in meetings, supervision, seminars and other events designed to improve communication and assist with the effective development of the post and post holder.
- The post holder is expected to be committed to the Council's core values of public service, quality, equality and empowerment and to demonstrate this commitment in the way they carry out their duties.
- Ensure all the services within the area(s) of responsibility are provided in accordance with the council's commitment to high quality service provision to users.
- Ensure that duties are undertaken with due regard and compliance with the Data Protection Act and other legislation.
- At all times carrying out responsibilities / duties within the framework of the Council's Dignity for all Policy. (Equal Opportunities Policy).

Reporting to: Deputy Headteacher

Signed ----- Date -----



PERSON SPECIFICATION

The person specification is a picture of skills, knowledge and experience required to carry out the job. It has been used to draw up the advert and will also be used in the short listing and interview process for this post.

You should demonstrate on your application form how you meet the following essential criteria.

Moreland School		
Designation: EYFS Assistant Head		Grade: Leadership
REQUIREMENTS		
EDUCATION and EXPERIENCE		
E1	<p>Qualified teacher status, including Early Years Foundation Stage training.</p> <p>Substantial successful experience of teaching within an Early Years Foundation Stage setting (preferably in Nursery and Reception).</p> <p>A sound knowledge of child development and early childhood education.</p> <p>Experience of curriculum leadership.</p> <p>Experience of working in a multi-cultural inner city setting and of teaching children for whom English is an additional language.</p>	<p>A</p> <p>A</p> <p>A/I</p> <p>I</p> <p>A/I</p> <p>A/I</p>
E2	A thorough understanding of and commitment to high quality play based learning inside and outside in the Early Years.	A/I
E3	The ability to lead on developing an innovative and creative, enquiry based EYFS curriculum and learning environment that provides appropriate challenge to all children and supports children to develop critical thinking skills.	A/I
E4	Ability to create and maintain an engaging, organised and purposeful environment both inside and outside that promotes independent learning and in which children can thrive.	A/I
E5	Ability to evaluate provision, observe teaching and learning and analyse data and initiate appropriate changes in response to this.	A/I
E6	Ability to support colleagues to develop their practice through	A/I

	modelling outstanding teaching and learning, effective coaching and delivering effective CPD including INSET.	
E7	Knowledge and understanding of effective assessment (formative and summative) and record keeping and its use to promote the learning and development of young children.	A/I
E8	An understanding of the importance of parental involvement in achieving good outcomes for children and the ability to successfully engage all parents in their children's learning (particularly those from hard to reach groups).	A/I
E9	Proven commitment to meeting the needs of the whole child and his/her family, particularly an understanding of the importance of the child's well-being and personal social and emotional development including age appropriate positive behaviour management strategies.	A/I
E10	The ability to plan a curriculum, which is appropriate to all aspects of children's development providing differentiated learning and which is responsive to individual children's needs and interests.	A/I
E11	Commitment to, and a knowledge and understanding of, the importance of mainstream educational inclusion for children with special educational needs and the ability to work effectively with outside agencies to meet the needs of all children.	A/I
E12	High level of communication and inter-personal skills, combined with a growth mindset, energy, enthusiasm and good humour	A/I
E13	Ability to work in a co-operative and supportive manner with the Senior Management Team and other colleagues.	A/I
E14	Evidence of commitment to fostering equality and promoting the richness of diversity through the curriculum, in relationship with parents, and in the supervision, support and leadership of staff.	A/I
E15	The ability to communicate effectively, both orally and in writing, with a range of audiences and show high levels of personal organisation.	A/I
E16	To have relevant IT skills, be willing to develop these skills as necessary and be familiar with relevant software.	A
E17	A thorough understanding of safeguarding and child protection procedures and current legislation in this area.	A/I
E18	Commitment to maintaining and developing the ethos of the School and Children's Centre as a partnership of children, staff, governors, wider professionals, parents/carers and the community.	A/I
E19	A commitment to deliver services with the framework of the school's equal opportunities policy.	A/I
E20	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	
E= Essential D=Desirable		
Assessed by: A=Application I=Interview T=Test		