



ALLEYN COURT PREPARATORY SCHOOL

Job Description

Assistant Head (Early Years) & Class Teacher (Part time)

Are you an exceptional Early Years leader who believes the very best start in life should feel joyful, nurturing and full of possibility?

Do you love creating environments where children feel safe, known and inspired to explore, while also supporting colleagues to deliver outstanding practice?

If so, you may feel very much at home at **Alley Court Preparatory School**.

We are looking for an outstanding **Assistant Head (Early Years)** to help lead and develop this vital stage of school life. This is a wonderful opportunity for a warm, knowledgeable and ambitious practitioner to shape the experience of our youngest children, support a talented team, and play a key role in ensuring that every child's first steps in education are full of confidence, curiosity and care.

At Alley Court, our Early Years provision lays the foundations not only for academic success, but for a lifelong love of learning. We are seeking someone who shares that belief and who will help us continue to develop an environment in which children thrive socially, emotionally and intellectually.

Alley Court Preparatory School is non-selective and educates children from 2 – 11 years old. We have an average of 18 children per class and operate two forms of entry.

The Early Years follows a Montessori format. From Year 1-6 children are increasingly taught by specialist teachers, making the most of the school resources and staff expertise. This prepares children very effectively for transition to their secondary school of choice.

Alley Court Preparatory School aims to:

- provide a first-class education through an environment that promotes curiosity, creativity, wonder and a love of learning;
- use a broad, rich and stimulating curriculum to inspire each child to attain the highest levels of academic, physical, artistic, and social endeavour, through understanding that sustained effort, reflection and diligence will always enhance results;
- ensure children are best prepared for whatever expectations they encounter when they move to their chosen secondary education;
- instil a passion to pursue dreams to fruition and the skills to contribute to a world of rapidly changing opportunities and technologies.



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Areas of Responsibility and Key Tasks

TEACHING AND LEARNING

Job Purpose

To carry out the professional duties of a teacher as dictated by the Headteacher and in accordance with the school's policies.

To be an effective professional who demonstrates superb curriculum knowledge, can teach and assess effectively, take responsibility for their own professional development and create students who achieve well academically, in terms of both progress and attainment, and socially, in terms of becoming; respectful, responsible, resilient, resourceful and reflective young people.

The National Teachers Standards set out the minimum expectations the school has of all teaching staff. This job description is to be performed in accordance with the provisions of the Teachers Standards and the expectations of the Staff Handbook.

Teachers will plan schemes of work and individual lessons (in those subjects they will teach) aimed to engage children's interests, inspire curiosity and questioning and ultimately to achieve outstanding progression of learning:

Assistant Head (Early Years) - Additional Leadership Responsibilities

As Assistant Head (Early Years) you will take on a middle management role with leadership responsibilities to support the development, implementation and evaluation of the Early Years. To provide visionary leadership and strategic direction for the Early Years Foundation Stage (EYFS), ensuring the highest quality of education, care, and development for all children aged 2-5 years. To lead, manage, and develop the EYFS team to deliver a curriculum that is ambitious, inclusive, and tailored to individual needs, in line with statutory requirements and the school's ethos. To accelerate pupil progress, embed excellent practice, and ensure seamless transition into Key Stage 1. This role involves collaboration with senior leaders, Assistant Head (Early Years), SENCO, subject specialists, and teaching staff to ensure a coherent, broad, and balanced curriculum that reflects the school's vision and values.

Key Responsibilities

Strategic Leadership and Vision

- Lead the development and implementation of a clear, shared vision for EYFS pedagogy and curriculum planning, grounded in the EYFS statutory framework and the school's values of curiosity, courage, and compassion.



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- Collaborate with the Senior Leadership Team to align EYFS objectives with whole-school strategic priorities and contribute to self-evaluation and school improvement planning.
- Champion High Performance Learning (HPL) within EYFS, ensuring opportunities for challenge and deep learning.
- Lead whole-school policy development related to EYFS, modelling best practice and supporting colleagues with proven impact.
- Oversee EYFS to Year 1 transition strategies to ensure continuity and sustained improvement in outcomes.

Curriculum and Teaching Quality

- Ensure the EYFS curriculum provides a broad, balanced, and stimulating learning experience covering the prime and specific areas of learning, with particular emphasis on language development, communication, and early numeracy.
- Promote a play-based, child-centred approach that balances adult-led and child-initiated learning, fostering the three characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically.
- Support and coach EYFS practitioners to deliver consistently excellent teaching, differentiated to meet the developmental needs of all pupils, including those with SEND and EAL alongside the SENCO.
- Lead the planning, implementation, and monitoring of assessment procedures, ensuring formative and summative assessments inform teaching and accelerate pupil progress.
- Maximise parental engagement in assessment and learning through clear communication and partnership.

Team Leadership and Professional Development

- Line manage EYFS staff, promoting a culture of continuous professional development, reflective practice, and high expectations.
- Identify training needs and facilitate access to relevant professional development opportunities, including safeguarding, behaviour management, and curriculum updates.
- Lead regular team meetings, learning walks, coaching, and performance management processes to maintain and improve teaching standards.

Safeguarding and Wellbeing

- Ensure all EYFS provision complies with safeguarding, health and safety, and welfare requirements, maintaining a safe, responsive, and nurturing environment.
- Promote children's personal, social, and emotional development through positive behaviour management, warm relationships, and clear routines.
- Oversee the implementation of the key person approach, ensuring strong attachments and individualised support for children.



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Operational Management

- Manage resources, including learning materials, equipment, and the EYFS environment, to support high-quality provision.
- Coordinate EYFS-related activities such as trips, Forest School, and extra-curricular clubs, ensuring they enrich learning and development.
- Maintain accurate records and reporting systems in line with school policies and statutory requirements.

Contribution to School Life

- Support the life of the school beyond the classroom by participating in whole-school events, assemblies, and productions.
 - Foster strong partnerships with parents, carers, and external agencies to support children's learning and wellbeing.
 - Promote the school's ethos and values consistently within the EYFS community.
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Knowledge and Understanding

- Comprehensive knowledge of the EYFS statutory framework, including the learning and development requirements and safeguarding responsibilities.
- Understanding of effective early years pedagogy, including play-based learning, formative assessment, and strategies to support language, communication, and early numeracy development.
- Awareness of current research and best practice in early childhood development and education.
- Knowledge of inclusion, SEND, and EAL strategies within early years settings.
- Strong leadership and management skills, with the ability to inspire, motivate, and develop a team.

Class Teacher Expectations

The **Class Teacher** is expected to

- Be the lead practitioner ensuring the highest quality of academic, social and emotional provision is available for all the pupils in their **Class**, when they are within the care of the school.
- Liaise with the Deputy Head to ensure the implementation of the school's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Plan and lead assemblies and other class/year group celebratory occasions.
- Contribute to the preparation of Action Plans, ISPs, progress files and other reports.
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.



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- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff.
- Take the lead where appropriate in identifying the need for off-site visits and residentials to enhance the curriculum.
- To take part leading/supporting off-site and outdoor activities with your year group/s.
- In addition to the role of Class Teacher, you may be expected to teach other subjects as directed by the Headteacher according to need. As a class teacher you may expect a maximum 20% planning and preparation time.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description should be read in conjunction with the Staff Handbook and other policy documents available through the school intranet.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.



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Person Specification

Head of Early Years

	Essential	Desirable
Qualifications	<p>Qualified Teacher Status/Early Years Teacher Status or equivalent</p> <p>Broad academic foundation at GCSE/O-Level</p> <p>Evidence of continuous INSET and commitment to further professional development</p>	<p>Knowledge of Montessori</p>
Experience	<p>Significant experience of teaching EYFS</p> <p>Proven leadership experience in EYFS</p> <p>Deep understanding of the EYFS statutory framework and curriculum</p>	<p>Experience of teaching Key Stage 1</p> <p>Experiences outside the school environment.</p> <p>KS2 Experience.</p> <p>Experience of leading groups of children off-site</p>
Knowledge and Understanding	<p>The applicant should have knowledge and understanding of and adhere to:</p> <ul style="list-style-type: none"> the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); the monitoring, assessment, recording and reporting of pupils' progress; the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Safeguarding Children, British Values and the PREVENT strategy; the school policies and Staff Handbook effective teaching and learning styles; <p>up-to-date pedagogy concerning the delivery and content of their subject/s.</p>	
Skills	<p>The applicant will be able to:</p> <ul style="list-style-type: none"> display outstanding communication skills in Standard English, to enable them to build relationships, teach children, promote the school's aims positively, communicate with stakeholders and inspire confidence in others; demonstrate highly effective inter-personal skills within a team; establish and develop close relationships with parents, trustees and the community; create a happy, challenging and effective learning environment; comfortably demonstrate the expectations of the Teaching Standards. 	
Personal Characteristics	<p>Applicants need to be able to demonstrate that they are routinely:</p> <ul style="list-style-type: none"> Enthusiastic about working with children, your subject areas and the wider life of the school Reflective Resourceful / Well-organised Responsible Resilient Respectful 	



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	<ul style="list-style-type: none">• Enthusiastic• Able to motivate self and others• Calm and good-humoured under pressure• Willing and capable to engage with the school's ethos and mission statement• Smart in presentation and have good personal hygiene• Understanding of and committed to the independent school ethos of engaging in the full life of the school• Punctual and well-prepared for the events of the day ahead
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Updated March 2026

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Person Specification

Teacher – Assistant Head (Early Years) & Class Teacher

	Essential	Desirable
Qualifications	Qualified Teacher Status Degree/Masters Broad academic foundation at GCSE/O-Level Evidence of continuous INSET and commitment to further professional development	
Experience	The Class Teacher should have significant experience of teaching at Key Stage 1 and 2	Experiences outside the school environment. EYFS experience Experience of leading groups of children off-site and on residential visits.
Knowledge and Understanding	The Class Teacher should have knowledge and understanding of and adhere to: <ul style="list-style-type: none"> the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); the monitoring, assessment, recording and reporting of pupils' progress; the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Safeguarding Children, British Values and the PREVENT strategy; the school policies and Staff Handbook effective teaching and learning styles; up-to-date pedagogy concerning the delivery and content of their subject/s.	
Skills	The Class Teacher will be able to: <ul style="list-style-type: none"> display outstanding communication skills in Standard English, to enable them to build relationships, teach children, promote the school's aims positively, communicate with stakeholders and inspire confidence in others; demonstrate highly effective inter-personal skills within a team; establish and develop close relationships with parents, trustees and the community; create a happy, challenging and effective learning environment; comfortably demonstrate the expectations of the Teaching Standards. 	
Personal Characteristics	Teachers need to be able to demonstrate that they are routinely: <ul style="list-style-type: none"> Enthusiastic about working with children, your subject areas and the wider life of the school Reflective Resourceful / Well-organised Responsible Resilient Respectful Enthusiastic 	



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