

Dear Candidate,

I am delighted to invite applications for the position of **Assistant Principal - Early Years Foundation Stage (EYFS)** at St Giles' and St George's Church of England Academy.

This is a unique and exciting opportunity to provide visionary leadership and management of our EYFS provision, ensuring the highest quality teaching and learning for our youngest pupils aged 2 to 5 years. As Assistant Principal, you will play a pivotal role in delivering an outstanding EYFS curriculum that reflects our strong Church of England ethos and our commitment to inclusion, equity, and community.

Our school serves a richly diverse pupil population, including 52% disadvantaged pupils, 34% with special educational needs and disabilities (SEND), and 26% with English as an additional language (EAL), all within a context of significant local deprivation. We seek a passionate and skilled leader who will champion the developmental needs of all children, fostering an environment where every pupil can flourish in mind, body, heart, and spirit. We welcome visits to the school please contact the school office to arrange this.

If you are an inspiring educational leader with a commitment to excellence in early years education and a desire to make a lasting impact in a vibrant, values-driven community, we would be delighted to receive your application.

Thank you for considering this important role at St Giles' and St George's C of E Academy. We look forward to learning more about you and how you can contribute to our vision of enabling all children to achieve their full potential.

Yours sincerely,



Catherine Pointon

Principal

Job Description



Academy	St Giles' and St George's CofE Primary Academy
Position	Assistant Principal (EYFS)
Salary	L3-6
Contract	Full time, permanent, STPCD
Responsible to	Principal

All staff have a pivotal role to play in every student's spiritual, moral, social and cultural development. Through our mission to ensure that every student experience's life in all its fullness, we ensure that we support each student through the promotion of our Christian values. This mission and our values underpin the work of every member of staff in all of our academies.

The duties outlined in this job description will be reviewed with the post holder on an annual basis in line with the academy's performance management procedures. It may be modified by the Principal with the agreement of the post holder, to reflect or anticipate changes in the job commensurate with the salary and job title.

General

- Teaching a 0.8 timetable within EYFS undertaking all relevant duties of a class teacher while acting in that capacity.
- Taking a leading role in the day-to-day management of the academy and in particular the EYFS unit.
- Implementing, enforcing and exhibiting model adherence to all academy and Trust policies and procedures.
- Attending and contributing to all meetings of the staff cohort and the SLT.
- Planning and chairing meetings where necessary.
- Cultivating and sustaining effective positive relationships with all staff, pupils, parents, governors and stakeholders.

Strategic direction and academy development

- Contributing to the development of the academy's vision, ethos, values and strategic direction.
- Contributing to the formulation, monitoring and implementation of the ADP.
- Supporting staff members to understand and adhere to the academy's strategic direction.
- Keeping fully up-to-date with Education policy, including relevant legislation, statutory guidance and good practice recommendations within the sector.
- Contributing to decisions on all aspects of policy in the academy.
- Providing advice and support to the governing board to aid it in conducting its strategic responsibility.
- Contributing to annual budget planning and monitoring for EYFS.
- To lead by example using the Gospel values to create an environment in which children can flourish.

Leadership and management

- **Supporting the headteacher:**
 - Assisting and supporting the Principal in all functions of their role.
 - Undertaking duties as delegated by the Principal.
 - Working with the Principal to ensure and uphold a clear system of task delegation and devolution of responsibilities for all staff.
 - Take leadership of EYFS.

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- **School performance**
 - Working with the Principal to set targets, aims and objectives on a termly basis.
 - Supporting staff to understand and meet the academy's targets, aims and objectives.
 - Evaluating the academy's performance in relation to its targets, aims and objectives and working with the Principal to adjust the academy's practice in line with findings.
- **Staff management**
 - Line managing staff within EYFS as identified by the Principal.
 - Participating in the recruitment process for new staff members in EYFS.
 - Motivating staff in their roles and supporting them in aspects of their roles as necessary.
 - Contributing to the performance management process of staff as necessary, including evaluating performance and challenging underperformance.
 - Working with the Principal to ensure staff access CPD opportunities, and supporting staff to access such opportunities.
 - Contributing to audits of staff skills and training needs.
 - Working with the Principal and Principal to secure and provide effective training for staff members, e.g. through INSET days.

Teaching and learning

- Be an excellent EYFS classroom practitioner who can mentor and support other colleagues.
- Monitoring standards of teaching and learning in EYFS to ensure the highest quality of education for all pupils.
- Ensuring robust school systems for both formative and summative assessment are embedded throughout EYFS.
- Ensuring that resources are managed and appropriately allocated across EYFS to support effective teaching and learning.
- Contributing to creating a culture of high attainment and performance where high standards are held for all pupils from all backgrounds, abilities and needs.
- Working with the Principal and SENCO to ensure that the EYFS curriculum effectively supports all pupils to thrive in mind body and spirit.
- Working with the Principal to monitor, evaluate and review EYFS classroom practice provide support and promote improvement strategies.
- Contributing to the establishment and monitoring of systems to keep parents informed about the curriculum and their children's performance.

Pupil wellbeing and safeguarding

- Taking a lead role in managing pupil behaviour.
- Taking responsibility for promoting and safeguarding the welfare of pupils, and supporting the DSL and deputy DSL in conducting their duties.
- Contributing to a school culture which prioritises pupil wellbeing and mental and physical health.
- Being an approachable and professional authority figure for pupils and staff to come to with any issues they may have.
- Contributing to the creation of an enriching and positive culture which impacts school life and ensure a positive and respectful attitude amongst pupils and staff in the academy.

Operational Responsibilities

- To support and uphold academy policies.
- Promote and safeguard the welfare of children and young persons you come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the academy.

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- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with student needs as appropriate during the academy day.

Post holder signature	
Principal signature	
Date	

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Person Specification

Essential Criteria	Measured by
<p>Experience</p> <ul style="list-style-type: none"> • At least <u>one</u> year of proven successful leadership and management experience in a school Linked to development in EYFS. • Experience of working within EYFS • Experience of analysing data and using it to inform future practice. • Experience of line managing other members of staff. • Experience of leading whole-school initiatives. • Evidence of demonstrating strategic leadership. • Experience of raising standards that have impacted positively on pupils and teaching and learning. • Experience of making effective use of funding and other resources. • Evidence of previous leadership experience in a school. 	<p>Application form / Interview</p>
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Qualified teacher status (QTS). • A degree-level qualification or equivalent. • Further relevant professional and/or academic study and evidence of CPD. • Knowledge of current issues in education. • A relevant leadership qualification. 	<p>Application form / Interview</p>
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • An understanding of how to empower pupils and staff to excel within EYFS. • A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work. • A clear understanding of and commitment to promoting safeguarding pupils. • Excellent communication skills and proven ability to listen to, understand and work effectively with the school community. • Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities. 	<p>Application form / Interview</p>
<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Able to demonstrate optimistic personal behaviour. • Able to build positive relationships rooted in mutual respect. • Committed to valuing, supporting and encouraging the professional development of all staff. • Able to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work together to deliver school improvement. • Committed to building and maintaining effective and positive relationships with parents, governors, and the wider school community. • Able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives. • Able to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level. • Able to show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values. 	<p>Application form / Interview</p>

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| <ul style="list-style-type: none">• Able to ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead to pupils breaking the law. | |
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Note 1: In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- *Motivation to work with children and young people.*
- *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
- *Emotional resilience in working with challenging behaviours and*
- *Attitudes to use of authority and maintaining discipline.*