



### **Job Description - Assistant Headteacher and EYFS Leader**

Owlcotes Multi-Academy Trust and its schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All adults in school, whether paid staff or a volunteer, have a responsibility for safeguarding and promoting the welfare of children. The successful candidate must abide by Owlcotes Multi-Academy Trust policies and procedure and Armley Park Primary School's Safeguarding and Child Protection policy. The successful candidate will be subject to an enhanced Disclosure and Barring Service check (DBS).

We promote diversity and want a workforce which reflects the population of Leeds.

**Post Title:**

Assistant Headteacher and EYFS / Transition Leader

**Post to which directly responsible:**

Headteacher

**Purpose of post:**

The role of the Assistant Headteacher and Early Years Foundation Stage (EYFS) Leader is to provide effective strategic leadership and management for the Early Years Foundation Stage, ensuring exceptional learning opportunities and outcomes for all pupils. This leadership extends to driving excellence in early reading and early writing across the whole school. The role will also include leading the transition of pupils from EYFS into Key Stage 1. The Assistant Headteacher will play a strategic role in the school and will contribute significantly to the whole school improvement priorities as a key member of the senior leadership team.

### **Responsibilities**

**Leadership and Management:**

- To lead a team of practitioners across EYFS.
- To be a role model of exemplary classroom practice at all times.
- To monitor the quality of education across EYFS, and into KS1 and provide feedback and identify strategies to implement for further improvement.
- To work with colleagues to manage the transition of children who are new in EYFS.
- To create and maintain positive relationships with parents and carers to improve engagement that supports the development of pupils.
- To be responsible for the quality of teaching of Early Reading across EYFS and KS1 to improve outcomes for pupils.
- To lead on and ensure effective transition of pupils from EYFS and through KS1.
- To take a lead role in supporting the Literacy leader to ensure that strong foundations of Oracy, Early Reading and Early Writing and Numeracy are planned and effectively taught in school.
- To work collaboratively with the Senior Leadership Team to contribute to whole school improvement planning and self-evaluation.

### **Teaching and Managing Pupil Learning**

- To carry out the duties of a teacher as set out in the School Teachers Pay and Conditions Document.
- To provide a high-quality early years education for all pupils by ensuring the provision of an engaging learning environment, with a focus on high quality interactions, purposeful play and focused teaching which develops strong foundations of oracy, literacy and maths.
- Use a range of teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective interactions and good use of resources.
- To have high expectations for pupils' personal development and behaviour, establishing and maintaining a positive climate for learning through well focused teaching and through positive relationships.

### **Planning and Setting Expectations/Pupil Achievement**

- To have a clear understanding of the barriers some pupils face and adapt teaching to take this into account and promote positive outcomes.
- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and aspirational expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, adapt provision appropriately and proactively give positive and targeted support. Implement and keep records on Individual Provision Maps (IPMs).

### **Safeguarding and Child Protection**

- Armley Park Primary School recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such it is everyone's responsibility to safeguard children and provide a safe environment in which children can learn.
- It is expected that the successful candidate will join the team of Designated Safeguarding Leads and training will be provided as needed.

### **Relationship with Parents and the Wider Community**

- Pro-actively develop positive and effective relationships with parents and carers.
- Seek out opportunities to engage parents in their child's learning through school events and by developing systems to communicate and share information.
- Provide wider community opportunities, beyond the classroom to enrich the learning of pupils. opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' well-being.

### **Performance and Development**

- Seek out opportunities and take responsibility for your own professional development and keep up to date with research and developments in evidence informed practice.
- Be involved in the development of and the implementation of school policies and practices.
- Be a positive role model for pupils and staff.
- Be a reflective practitioner, evaluating your own performance and taking opportunities to review and improve your effectiveness and that of your team.
- Engage with and contribute to Owlcotes MAT networks and collaborative opportunities.
- Implement and follow school's safeguarding and child protection policies and procedures.

### **Managing and Developing Staff and Other Adults**

- Establish effective working relationships with professional colleagues.
- Lead a team of staff.
- Act as an appraiser and support the professional development of other staff in school.

### **Managing Resources**

- Develop, select and make good use of teaching and learning resources which engage pupils in learning and support pupils to make progress.
- Follow school agreed schemes and systems to ensure consistency across the school.

### **Relationships**

The post holder will be required to work flexibly as a class teacher and as a key member of the SLT.

There will be regular contact with parent/carer(s), a range of outside agencies, colleagues from other schools in Owlcotes Multi-Academy trust and other external stakeholders.

### **Economic Conditions**

Nature of Appointment: Permanent with a September 2026 start date. The successful candidate may be able to start after the Easter holidays if available.

Grade: L2 to L6 pay range. This role is not suitable for ECTs.

Hours: Full time, Monday -Friday, 32.30 hours per week.

Annual Leave: Term-time only roles do not have contractual entitlement to annual leave.

Conditions of Service: School Teachers Pay and Conditions apply.

**Physical Conditions**

This post is currently based at Armley Park Primary School.

Armley Park is accessible to disabled persons - all rooms are on the ground floor.

During the course of your employment, you may be required to undertake your duties at other Owlcotes Multi-Academy Trust schools.

This post is subject to an enhanced Disclosure and Barring Service check.

Armley Park Primary School operates a non-smoking policy.

**Prospects**

Promotion: Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

Training: Armley Park Primary School is committed to providing effective CPD and encourages training both “in-house” and through external opportunities.

**Qualifications**

Essential: Qualified Teacher Status.

Desirable: Honours degree 2:2 or above (or equivalent) and evidence of continued professional development such as NPQLT, NPQSL, NPQEY etc.

**Job Description Prepared/Reviewed by:** Emily Caine

**Job Description Approved by:** Lesley West

**Employee Specification:**

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicates the minimum requirements, applicants lacking these attributes will not be considered for the post. The 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively. They are not essential, but may be used to distinguish between acceptable candidates.

SKILLS	Essential	Desirable	MOA
Good level of written, oral and communication skills	*		A/I/T
Ability to communicate effectively orally and in writing to a range of audiences	*		A/I
Good level of organisational and planning skills	*		A/I
An excellent classroom practitioner	*		A/I
Work effectively as part of a team, relating well to colleagues, pupils and parents	*		A/I
Ability to demonstrate a commitment to equality of opportunity for all pupils.	*		A/I
Ability to investigate, solve problems and make decisions	*		A/I
Ability to demonstrate high level ICT skills in personal and educational situations	*		A/I
Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them	*		A/I
Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure	*		A/I
Evidence of sharing in and contributing to the corporate life of the school	*		A/I/T

KNOWLEDGE/QUALIFICATIONS	Essential	Desirable	MOA
Qualified Teacher Status	*		A/I/C
National Professional Qualification such as NPQSL, NPQLTD, NPQEYL		*	A/I/C
Knowledge of current educational practice and issues	*		A/I
To be confident in leading the teaching early reading, including effectively planning for, teaching and assessing phonics.	*		A/I
Evidence of continuing professional development	*		A/I
Take responsibility for their own professional development	*		A/I
Effective use of ICT to support learning	*		A/I
Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress	*		A/I
Full working knowledge of relevant policies/codes of practice/legislation	*		A/I
Understanding of the implication of the Code of Practice for Special Educational Needs for teaching and learning	*		A/I

LEADERSHIP	Essential	Desirable	MOA
To provide leadership across the Early Years Foundation Stage and through transition into Key Stage 1	*		A/I
To contribute to whole school improvement planning and self-evaluation	*		A/I
As the lead professional in the classroom, advise and support other staff	*		A/I
Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate	*		A/I

<b>BEHAVIOUR AND OTHER RELATED CHARACTERISTICS</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Will abide by Owlcotes Multi Academy Trust policies in the duties of the post and as an employee of the Trust.	*		A/I
Will carry out all duties having regard to an employee's responsibility under the Trust's Health & Safety Policies and Safeguarding Policies	*		A/I
Positive and optimistic attitude towards School Improvement and Inclusion	*		I
Open-minded and receptive to new ideas, approaches and challenges	*		I
Places high priority on effective team working and works easily and comfortably in a team environment	*		I
Evidence of sharing in and contributing to the corporate life of the school	*		I

Method of Assessment (MOA): **A – Application Form, T – Test, I – Interview, C – Certificate**