



St Teresa's Catholic Primary School & Nursery

Long Elmes, Harrow Weald, HA3 6LE

Telephone: 020 8428 8640

Website: www.st-teresas.harrow.sch.uk

JOB DESCRIPTION- ASSISTANT HEADTEACHER FOR EARLY YEARS

Scale: L 3-7 £58, 497 - £64, 259

Person to whom responsible: The Deputy Headteacher for Teaching & Learning

Principles

- Everyone who works at St. Teresa's Catholic Primary School & Nursery has the responsibility for promoting the child protection, safeguarding, health and safety and welfare of children.
- The Assistant Headteacher for Early Years will have a proven record of excellent primary practice, innovation and engagement of learners. They will be an experienced and passionate teacher and will be able to celebrate and develop the learning of our community and maintain our outstanding commitment to excellent provision for all pupils.
- The Assistant Headteacher for Early Years is expected to undertake all the professional duties of a teacher, under the terms and conditions specified in the current School Teachers' Pay and Conditions Document, and under the reasonable direction of the Headteacher. In addition, the Assistant Headteacher for Early Years will be expected to assist the Headteacher and leadership team in the management and development of the school through the duties and responsibilities detailed below.
- In fulfilment of all responsibilities and duties, the Assistant Headteacher for Early Years will value and promote our strong Catholic ethos and strive to maintain this through personal conduct and effective relationships with all stakeholders.

Areas of Responsibility and Key Tasks

Member of the Leadership Team

Early Years Foundation Stage Leader

Catholic Life of the School

Data Analysis & Pupil Progress

Safeguarding, Wellbeing & Behaviour

A. Strategic Direction and Development of the School

- Support and secure the commitment of others to the vision, ethos and policies of the school and promote high levels of achievement in your team.
- Play a key role in the development of a learning culture across the school and promote the Growth Mindset ethos of the school.
- Support the creation and implementation of the school strategic plan and take responsibility for appropriately delegated aspects of it.
- Support all staff in achieving the priorities and targets that the school sets and monitor progress in your team.
- Support the evaluation of the effectiveness of the school's policies and initiatives and analyse their impact within your phase.
- Ensure that data for all pupils, as well as specific groups, is collected, analysed and summarised in order to report to Headteacher, Leadership Team, Governors and Staff.
- Monitor and track data and lead regular pupil progress meetings to ensure good or better progress is made by all children in your phase.
- Liaise with teachers and Leadership Team to ensure appropriate action, intervention and support are put in place in a timely manner to maximise outcomes for all.



St Teresa's Catholic Primary School & Nursery

Long Elmes, Harrow Weald, HA3 6LE

Telephone: 020 8428 8640

Website: www.st-teresas.harrow.sch.uk

B. Teaching and Learning

- Support in the development and monitoring of the curriculum provision so that it meets the needs of all learners, offering guidance and support where appropriate.
- Support the leadership team in the monitoring of the quality of teaching and children's achievements across the school.
- Carry out the conditions of employment set down in the current School Teachers Pay and Conditions document.
- Take a lead role in modelling and sharing excellent practice in teaching and learning across the school.
- Observe, monitor, evaluate and review the quality of learning and teaching in your phase in accordance with school policy and share judgements with teaching and support staff as appropriate.
- Challenge underperformance of learning and teaching in your phase by promoting a high challenge/high support culture.
- Be responsible, with the leadership team, for implementing robust systems for monitoring and evaluating outcomes in your phase.
- Use data to understand the strengths and weaknesses of your phase, including planning actions.
- Actively support the school's implementation and maintenance of the school's SEND policy and the Code of Practice, working in partnership with the Inclusion Leader to meet statutory deadlines.
- Provide guidance, advice, support and training to classroom teachers and support staff.
- Undertake a teaching commitment as directed by the Headteacher.

C. Pupil Wellbeing

- Be responsible for the pastoral care of pupils in your phase, promoting self-discipline and excellent behaviour at all times, in accordance with school policies.
- Manage pupils' behaviour positively and effectively in line with the School's Behaviour Policy.
- Lead and support whole school wellbeing initiatives, ensuring positive mental health strategies are implemented and embedded.
- Actively support our Play Policy, ensuring pupils are given the best play opportunities possible.
- Actively support and help to develop our Rights Respecting School status.
- Pro-actively support the Leadership Team to ensure robust systems and strategies are maintained in order to safeguard all pupils as fully as possible.
- Be a named Safeguarding Team Member for Child Protection.

D. Leading and Managing Staff

- Support the Headteacher in developing positive working relationships with and between all pupils and staff throughout the school.
- Lead groups of staff in development activities and evaluate outcomes.
- Take responsibility for the appraisal process as required and use the process to develop personal and professional effectiveness across the whole school.
- Provide support to newly qualified teachers, supply teachers, teachers, teaching assistants and student teachers.

E. Effective Deployment of Staff and Resources

- Lead, organise and direct support staff, students and volunteers within your phase.
- Work with the Headteacher in establishing priorities for expenditure for your phase, and in monitoring the effectiveness of spending and usage of resources.
- To be responsible in conjunction with the leadership team for communication throughout the school- to include staff meetings, organisation of rotas, timetables, school diary, cover for Headteacher's absence.



St Teresa's Catholic Primary School & Nursery

Long Elmes, Harrow Weald, HA3 6LE

Telephone: 020 8428 8640

Website: www.st-teresas.harrow.sch.uk

F. Wider Professional Effectiveness

- Be an effective and inspirational member of the leadership team.
- Create and maintain positive and supportive relationships with staff, parents/carers, local parishes, external agencies, governors and the wider community.
- Be responsible for the wider promotion of the school.
- Take responsibility for engaging with appropriate training opportunities to promote professional effectiveness in your role.
- Use the outcomes of your own CPD to improve teaching and learning throughout the school through dissemination of training for relevant staff members.
- Take on responsibility for pupil safety and welfare during play or lunchtime supervision.
- Keep up to date with the latest national policies and local initiatives.
- Liaise closely with other school leaders to ensure continuity and progression across the phases and effective transition to and from your phase.
- Assist in the recruitment, selection, induction and development of volunteers and support staff and take responsibility for the induction of new staff in the phase.
- Ensure that the Headteacher and governors are well informed about policies, plans and priorities for your phase, success in meeting objectives and targets, and any future development needs.
- Take on specific tasks related to the day to day administration and organisation of the school as requested by the Headteacher.
- Take on any additional responsibilities which might from time to time be determined by school improvement priorities/ the Headteacher.
- Undertake any other reasonable tasks as requested by the Headteacher and governors.

G. Professional Characteristics

- Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:
Inspiring trust and confidence, building team commitment, engaging and motivating pupils, analytical thinking, taking positive action to improve the quality of pupils' learning, meeting deadlines.
- Show honesty, integrity, sensitivity and respect and maintain confidentiality when working with all in the school.

H. Specific Duties

- Demonstrate a detailed and up to date knowledge of the EYFS, including an understanding of early childhood development.
- Ensure the school meets its statutory requirements for Early Years.
- Plan, create and maintain an attractive, effective and exciting environment for learning in EYFS, both inside and outside.
- Lead the development of the EYFS curriculum and provision.
- Manage the budget allocated for EYFS in collaboration with the Headteacher.
- Lead on transition to the EYFS and between EYFS and Year 1.
- Co-Ordinate and manage volunteers, students & work experience candidates.



JOB DESCRIPTION - CLASS TEACHER

Everyone who works at St. Teresa's Catholic Primary School & Nursery has the responsibility for promoting the child protection, safeguarding, health and safety and welfare of children.

1.0 Principles

- 1.1 A main scale teacher is expected to undertake all the professional duties of a teacher, under the terms and conditions specified in the current School Teachers' Pay and Conditions Document, and under the reasonable direction of the Headteacher.
- 1.2 In fulfilment of all responsibilities and duties, a main scale teacher should show a commitment to the Catholic ethos, aims and policies of the whole school, and strive to maintain these through personal conduct and effective relationships with colleagues and pupils.

2.0 Professional Duties

- 2.1 meet the requirements of the Teachers' Standards
- 2.2 teach all curriculum areas appropriate to the Primary age range
- 2.3 employ a range of teaching strategies appropriate to the different abilities and needs, including the use of a variety of methods of classroom organisation
- 2.4 assess and record pupil performance, meeting the requirements of the National Curriculum with regard to assessment in the appropriate Key Stages
- 2.5 help create and maintain an attractive, effective and exciting environment for learning
- 2.6 communicate clearly and effectively with parents, pupils, Governors and colleagues
- 2.7 effectively manage all adults working within your class on a daily basis to ensure optimum outcomes
- 2.8 participate in the organisation and presentation of class assemblies
- 2.9 safeguard the health, safety and well-being of self and others in accordance with the school's Safeguarding policies
- 2.10 support the positive implementation of the equality policy within the school
- 2.11 maintain good order in the classroom and around the school with due regard to the school's policies on behaviour and anti-bullying
- 2.12 take the role of curriculum co-ordinator (not during NQT year)
- 2.13 attend termly co-ordinator meetings and disseminate information to colleagues (not during NQT year)

3.0 Wider Professional Effectiveness

- 3.1 take responsibility for own professional development and use the outcomes to improve teaching and learning
- 3.2 participate in the school's teacher performance management programme
- 3.3 make an active contribution to the policies and aspirations of the school
- 3.4 lead by example in matters such as classroom order, discipline, relationships, presentation and assisting other staff in achieving high standards
- 3.5 initiate new ideas and encourage the development of curriculum content, organisation and the use of ICT

4.0 Professional Characteristics

- 4.1 demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:
- 4.2
 - inspiring trust and confidence,
 - building team commitment,
 - engaging and motivating pupils,
 - analytical thinking, taking positive action to improve the quality of pupils' learning.

It is also the duty of a main scale teacher to undertake any professional duties reasonably delegated by the Headteacher.

To whom responsible: The Headteacher