



**KIDBROOKE PARK**  
PRIMARY SCHOOL

## **Job Description: Assistant Headteacher**

### **(with Strategic Responsibility for a Core School Improvement Priority)**

**Reports to:** Headteacher / Deputy Headteacher

**Salary:** L2-L6

**Contract Type:** Secondment (Fixed Term)

**Responsible for:** Early Years Foundation Stage (Nursery & Reception)

## **Purpose of the Role**

To provide strategic and operational leadership of the Early Years Foundation Stage (EYFS), ensuring a safe, stimulating, and inclusive environment that enables every child to thrive. The role includes leading high-quality teaching and learning across Nursery and Reception, embedding a rigorous and progressive curriculum, and driving school improvement with the aim of achieving excellence and sustainability within the EYFS phase.

The Assistant Headteacher will also have a timetabled teaching commitment complying with the Teachers' Standards and modelling best practice for others.

To play a key role on the Senior Leadership Team, with strategic and operational responsibility for a core school improvement priority—identified in line with the school's current needs and development plan. This role will contribute to whole-school leadership, driving high standards, staff development, and improved outcomes for all pupils.

They may also be required to undertake any of the duties delegated by the Headteacher.

## **Key Responsibilities**

### **1. Strategic and Operational Leadership**

- Lead the vision, planning, and day-to-day organisation of the Early Years phase.
- Create a cohesive, inclusive culture that reflects the school's values and high expectations.
- Ensure that safeguarding procedures are fully embedded in daily practice.
- Work with the governing board as appropriate.

### **2. Curriculum Leadership**

- Embed the EYFS statutory framework effectively, tailoring it to meet the specific needs of pupils—particularly those with low starting points.
- Lead the implementation of the school's 'know-how' curriculum across EYFS, ensuring coherence, depth, and progression.
- Promote curriculum excellence that reflects the school's community and supports long-term pupil outcomes.
- Ensure a culture of staff professionalism.
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school.

- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.
- Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet their own needs.

### **3. Quality of Teaching, Learning and Assessment**

- Establish and sustain high-quality teaching across subjects and phases, based on evidence.
- Ensure purposeful, high-quality adult-child interactions that extend children's language, thinking, and independence.
- Support and develop all EYFS staff, modelling excellent practice and coaching for improvement.
- Use formative and summative assessment effectively to track progress, inform planning, and close learning gaps—particularly for disadvantaged and SEND pupils.

### **4. Outcomes and Progress**

- Drive high standards and a culture of continuous improvement.
- Monitor and evaluate children's progress, ensuring teaching and provision result in rapid progress from all starting points.
- Take a relentless approach to enabling more pupils to reach or exceed the Early Learning Goals.

### **5. Wider Leadership and Collaboration**

- Work collaboratively with senior leaders, families, and external agencies to support holistic development.
- Lead EYFS improvement planning and contribute to whole-school strategic development.
- Develop whole school understanding of how EYFS lays the foundation for future learning.

### **5. Legacy and Sustainability**

- Foster a confident, capable EYFS team that is empowered to sustain improvements long-term.
- Embed systems and practices that ensure continued high-quality provision beyond the secondment period.