

PRIMARY LEADERSHIP: JOB DESCRIPTION & PERSON SPECIFICATION

Position Title	Assistant Principal – EYFS and KS1
Reporting to	Headteacher
Hours	Full-Time
Salary	L2

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

Summary of Role:

The Assistant Head will provide strategic and operational leadership for the Early Years Foundation Stage and Key Stage One at Okehampton Primary School. As an integral member of the senior leadership team and with the support and direction of the Headteacher, the post holder will secure high-quality provision, teaching and outcomes for all children, laying strong foundations for lifelong learning.

The role includes leading staff, curriculum, assessment and transition, while modelling excellent early years practice and promoting the school's ethos, values and commitment to inclusion and safeguarding.

Main Duties and Responsibilities:

- Lead and develop high-quality EYFS provision for 2–5-year-olds that reflects the school's vision and priorities.
- Evaluate the effectiveness of EYFS provision and contribute to whole-school self-evaluation and improvement planning.
- Provide professional leadership, guidance and support to EYFS staff through coaching, modelling and appropriate line management.
- Manage EYFS resources and learning environments effectively to support high-quality indoor and outdoor learning.
- Lead the planning and delivery of creative, purposeful and inclusive curricula aligned to the EYFS Framework, national curriculum and school priorities.
- Model exceptional classroom practice and maintain high expectations for children's learning, behaviour and independence.
- Ensure strong provision for communication and language, early reading and early mathematics.
- Promote continuous improvement in teaching and learning through monitoring, evaluation and professional dialogue.
- Ensure statutory EYFS assessment requirements are met and used effectively to inform teaching and provision.
- Monitor pupil progress and attainment and report outcomes to the Headteacher and SLT.
- Secure strong outcomes for all, rooted in robust assessment and needs-led planning.

- Ensure EYFS provision meets the needs of all children, including those with SEND, those experiencing disadvantage and vulnerable learners.
- Work closely with families, external agencies and professionals to support children's development and wellbeing.
- Actively promote and uphold safeguarding and child protection procedures in line with statutory guidance and school policy.
- Lead effective transition from Nursery into Reception and from Reception into Key Stage 1, ensuring continuity and positive relationships with families.
- Communicate effectively with parents and carers regarding curriculum, progress and next steps in learning.
- Engage in professional development to remain up to date with current research and best practice in early years education.
- Contribute positively to the wider life of the school and Trust, upholding professional standards at all times.

Qualities and Knowledge

Under the direction of the Headteacher:

- Secure knowledge of safeguarding and promoting the welfare of children.
- Secure understanding of the EYFS Framework, early years pedagogy and pre-school provision.
- Strong understanding of how young children learn, including early language development, phonics, early reading and early mathematics.
- Secure understanding of transition from pre-school into Reception, Reception into Key Stage 1 and Key Stage 1 into Key Stage 2.
- Skilled use of formative assessment to inform teaching and provision.
- Ability to adapt teaching and provision to meet the needs of all children, including those with SEND and those experiencing disadvantage.
- Understanding of inclusive practice and needs-led planning.
- Commitment to ongoing professional development and engagement with current research and best practice.
- Reflective practitioner who seeks and responds to feedback.
- Creative, imaginative and enthusiastic approach to early years education.
- Genuine love of teaching and strong rapport with young children.

Pupils and Staff

Under the direction of the Headteacher:

- Provide professional leadership, guidance and support to staff (primarily though not limited to EYFS/KS1) through coaching, modelling and appropriate line management.
- Model exceptional classroom practice with high expectations for learning, behaviour and independence.
- Lead and support colleagues to improve practice and outcomes.
- Build strong relationships with families to support learning, development and wellbeing.
- Communicate effectively with parents and carers about curriculum, progress and next steps.
- Work successfully and sensitively with vulnerable and disadvantaged children and those with SEND.
- Work closely with external agencies and professionals to support pupils' needs.
- Contribute positively to the wider life of the school and Trust, upholding professional standards.

Systems and Processes

Under the direction of the Headteacher:

- Lead the planning and delivery of a creative, purposeful and inclusive curriculum aligned to the EYFS Framework, National Curriculum and school priorities.
- Ensure strong provision for communication and language, early reading and early mathematics.
- Manage EYFS resources and learning environments effectively, including indoor and outdoor provision.
- Ensure statutory EYFS assessment requirements are met and used effectively.
- Monitor pupil progress and attainment and report outcomes to the Headteacher and SLT.
- Use robust assessment systems to inform teaching, intervention and next steps.
- Ensure safeguarding and child protection procedures are implemented consistently in line with statutory guidance and school policy.
- Lead effective transition arrangements from Nursery to Reception and Reception to Key Stage 1.

The self-improving school system

Under the direction of the Headteacher:

- Lead and develop high-quality EYFS provision that reflects the school's vision and priorities.
- Evaluate the effectiveness of EYFS provision and contribute to whole-school self-evaluation.
- Contribute to improvement planning and strategic development.
- Promote continuous improvement in teaching and learning through monitoring, evaluation and professional dialogue.
- Secure strong outcomes for all pupils through evidence-informed practice.
- Engage in and lead professional development and instructional coaching.
- Use data, evaluation and feedback to drive sustained improvement across EYFS.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

Data Protection / General Data Protection Regulations Compliance

The Privacy Notice sets our general principles in relation to Data Protection and the General Data Protection Regulations. You should also abide all Trust policies relating to the use of data including but not limited to:

- Acceptable Use Policy
- Records Retention Policy
- Personal Data Breach Procedure
- Employee Code of Conduct
- E-safety Policy
- Social Media Policy
- Use of Personal Devices Policy

Our Privacy Notice for Employees explains how we use your personal data.

You should note that a duty of confidentiality applies to all personal data seen prior to the first day of employment (for example, pupil lists for the purposes of lesson planning or other activities to support teaching and learning). This reflects the custom and practice of those contracts of employment starting on the first day of term while recognising the need to be aware of and plan to support pupil needs.

The conditions of employment of teachers in the School Teachers' Pay and Conditions of Service Document apply to this post. Teachers must abide by the Teachers' Standards throughout their career. Teachers (and staff appointed under Teaching Staff Terms and Conditions) must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Person Specification:

CRITERIA	ESSENTIAL	DESIRABLE
Professional Qualifications and Learning	<ul style="list-style-type: none"> • Good degree or relevant vocational qualification pertaining to the subject to be taught • Qualified Teacher Status (QTS) 	<ul style="list-style-type: none"> • Evidence of continued professional development, particularly in Early Years, early reading or phonics • Evidence of continued professional development related to inclusion
Experience	<ul style="list-style-type: none"> • Strong teaching practice within Early Years with evidence of impact on children's learning and development • Experience of leading/contributing to curriculum development in Early Years and/or early reading • Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop • Good knowledge of current educational developments and initiatives relating to the subject and their implications • An understanding of the ways children learn and how individual needs may be assessed and met • An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards and a commitment to relentlessly implementing these strategies • Experience of delivering staff training and undertaking the professional development of teaching and nonteaching staff • Track-record of building strong team culture with high-levels of candour and psychological safety 	<ul style="list-style-type: none"> • Experience of having designed, implemented and evaluated ambitious and impactful change management • Experience of leading a phase, team or area of provision (ideally within Early Years) • Experience of working successfully and sensitively with vulnerable and disadvantaged children as well as those with SEND • Experience of instructional coaching and leading professional development
Skills	<ul style="list-style-type: none"> • A secure knowledge and understanding of the Early Years Foundation Stage and pedagogy as well as that of pre-school • Strong understanding of how young children learn: early language development, phonics and early reading • High levels of professional credibility with colleagues • Secure understanding of the transition from pre-school into Reception, 	<ul style="list-style-type: none"> • Experience of impactful coaching to drive improvement • Ability to design and lead effective deliberate practice for teaching and nonteaching staff • Ability to lead, support and develop colleagues to improve practice

	<p>Reception into Key Stage 1 and Key Stage 1 into Key Stage</p> <ul style="list-style-type: none"> • Skilled use of formative assessment in Early Years and Key Stage 1 • Excellent interpersonal and listening skills and a high degree of emotional intelligence • The ability to develop positive relationships with all young people. • An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence. • Experience working with school MIS • Well-developed planning and organising skills including time management, prioritisation, delegation and administration • The ability to enthuse and inspire others • Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction • Confidence and self-motivation to work well and be decisive under pressure • A high level of honesty and integrity. • A firm and constant belief in the unlimited potential of every student and a commitment to inclusive educational provision • A relentless approach to securing the improvement of teaching and learning and inclusive practice • Committed to teamwork and working collaboratively with colleagues within the school and across the Trust • A commitment to the safeguarding and welfare of all students 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • A genuine love of teaching and rapport with children • Being creative and imaginative to inspire young children to want to learn and come to school • A reflective practitioner who seeks and responds to feedback • Commitment to ongoing professional development 	

Dartmoor Multi Academy Trust is an equal opportunity employer.

All schools in The Dartmoor Multi Academy Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

You will have undertaken an Enhanced Disclosure via the Disclosure Barring Service (DBS).

Signed.....

Dated.....