

Latymer All Saints C of E Primary School

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Job description: Assistant Headteacher (EYFS)

Job details

Salary: L7 – L12 (Outer London)
Contract type: Full time - Permanent
Reporting to: Headteacher and The Governing Board

Purpose of the Role:

The Assistant Headteacher will support the Headteacher and Senior Leadership Team in providing strategic leadership and management across the school, with a particular responsibility for Early Years Foundation Stage (EYFS).

The post holder will lead and develop outstanding provision in EYFS, ensuring high-quality teaching, learning and assessment, excellent outcomes for children, and strong pastoral care rooted in the school's Christian vision and values.

Main purpose

- To lead the development of EYFS throughout the school that meets the requirements of the new National Curriculum orders and also meets the needs of children
- To assist the Headteacher in the organisation, management and development of the school, carrying out specific duties including responsibility for EYFS
- To carry out teaching duties as required (expectation of no more than two days per week teaching commitment per week)
- To be responsible for promoting and safeguarding the welfare of children and young people within the school
- To carry out the duties of this post in line with the remit outlined in the *School Teachers' Pay and Conditions Document* including the conditions of employment for Assistant Head teachers and the school's own policy
- To lead and oversee the quality of education within the Early Years Foundation Stage (EYFS), including Nursery and Reception
- To provide strategic leadership of EYFS to ensure excellent outcomes for all children. This includes curriculum development, monitoring teaching and learning, supporting staff, and ensuring compliance with statutory requirements.

Responsibilities and Duties

- Support the Headteacher, SLT and governors in establishing a vision for the future needs of the school
- Establish effective measures for progress and achievement in light of Government changes
- Play a leading role in the school improvement planning process, through agreed priorities
- Contribute to the school's self-evaluation process, including devising and monitoring action plans and other policy development
- Lead by example, especially when implementing change and improvements in standards
- Promote a culture of inclusion within the school community where all views are valued and taken into account.

1. Leading teaching and learning responsibilities

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Lead the development, organisation and review of all aspects of EYFS, including assessment procedures in line with the National Curriculum and/or EYFS Framework
- Work with the Headteacher to raise standards through staff performance management
- Help with the provision of training and support for all staff as required
- Be responsible with SLT, for the process involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school
- Promote the active involvement of pupils in their learning.

2. EYFS Leadership Responsibilities

- Lead the strategic development of the EYFS curriculum, ensuring it is ambitious, inclusive, and aligned with statutory requirements
- Monitor the quality of teaching and learning across EYFS through observations, learning walks, and scrutiny of planning and assessment
- Ensure effective implementation of the EYFS Framework, including safeguarding and welfare requirements
- Lead and manage effective transition processes to ensure continuity of learning and wellbeing for all children
- Promote high-quality interactions across the EYFS and build positive, respectful relationships that support children's learning, development, and emotional wellbeing
- Manage the organisation and timetabling of the EYFS provision to ensure a well-structured, effective and responsive learning environment
- Analyse assessment data to evaluate pupil progress and inform improvements
- Ensure consistency and accuracy in assessment, recording, and reporting across EYFS
- Develop and maintain a high-quality learning environment across EYFS settings.

3. Staff Development and Leadership

- Provide professional guidance, mentoring, and support to EYFS staff, including teachers, support staff, and trainees.
- Lead regular meetings and training sessions to improve practice.
- Support staff in planning, assessment, and classroom practice.
- Promote high expectations and a culture of continuous improvement.
- Conduct regular assemblies within the Phase and wider school if necessary.
- There is an expectation that the Assistant Headteacher will sit on and contribute to the Senior Leadership Team undertaking a lunch duty and attend an early morning information briefing daily.
- Carry out any other additional duties deemed necessary directed by the Head of School.

4. Curriculum and Assessment

- Design and adapt the EYFS curriculum to meet the needs and interests of children
- Ensure a balance of child-initiated and adult-led learning opportunities
- Monitor and evaluate the impact of curriculum provision on children's outcomes
- Ensure progression in learning and readiness for the next stage of education.

5. Safeguarding and Welfare

- Ensure all safeguarding and welfare requirements are met in line with statutory guidance
- Promote the safety, well-being, and inclusion of all children

- Work with external agencies where necessary to support children and families.

6. Partnership with Parents and External Agencies

- Develop and maintain strong partnerships with parents, actively promoting engagement and involvement in children's learning
- Provide opportunities for sharing information about children's progress and well-being
- Work in conjunction with the Inclusion Lead to liaise with external professionals and agencies to support children's needs.

7. Whole School Contribution

- Contribute to the wider life of the school, including assemblies, events, and enrichment activities.
- Attend staff meetings, INSET days, and relevant training.
- Support whole-school initiatives and policy development.
- Lead or contribute to school improvement priorities as agreed with leadership
- Lead professional development opportunities linked to EYFS and wider school priorities
- Support safeguarding, inclusion and pupil wellbeing
- Line manage designated staff.
- Build positive relationships with parents, governors, church and external agencies
- Promote the school's Christian vision, values and ethos.
- Contribute to regular reviews of the school's systems to ensure statutory requirements are being met
- Be an effective member of the senior leadership team
- Contribute to the day-to-day effective organisation and running of the school.

Other areas of responsibility

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 post holder 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.

Additionally

- To undertake such tasks as may be reasonably required by the Headteacher for the benefit of the school;
- Contribute to and support the overall aims and ethos of the school, and provide best outcomes for pupils.

This job description will be reviewed as part of your Professional Development programme.

The post holder shall ensure that the duties of the post are undertaken with due regard to the school's Health and Safety Policy and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.

This authority and school is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Person Specification: Assistant Headteacher (EYFS)

Person specification

Qualifications	Essential	Desirable
DfE qualified teacher status	x	
Good honours degree or equivalent	x	
Evidence of recent professional development relative to the post		x
Knowledge & Experience	Essential	Desirable
An excellent classroom teacher with a proven commitment to improving the quality of children's learning	x	
Sound knowledge of the EYFS Curriculum and National Curriculum	x	
A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	x	
Knowledge, experience and having an impact on School Improvement, Planning and Curriculum Planning	x	
Understanding of the characteristics of an effective learning environment (inside and outside the classroom) and the key elements of successful behaviour management	x	
Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils including SEND and disadvantaged pupils	x	
A substantial knowledge, experience and enthusiasm for curriculum leadership and development, including a clear grasp of recent changes and the opportunities that the wider curriculum provides for all pupils.	x	
Experience of mentoring colleagues	x	
Knowledge of the benefits of a values-based education and an understanding of how it can be implemented effectively		x
Professional Knowledge and Understanding	Essential	Desirable
Must have a sound knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential	x	
Have a sound knowledge and understanding of the curriculum and pedagogical issues relating to learning and teaching	x	
Understanding of and commitment to promoting and safeguarding the welfare of pupils	x	
Recognise all pupils as individuals and meet their individual needs with a knowledge of effective strategies, including, but not limited to, children with EAL, SEN and disadvantaged backgrounds.	x	
Familiarity with writing and delivering effective Individual Education Plans (IEPs) for pupils with SEND		x
Personal Qualities, Skills & Abilities	Essential	Desirable
Fully supportive of the Christian ethos and the vision and value of the school	x	
Proven ability to prioritise, plan and organise yourself and others	x	
Good interpersonal skills, with the ability to enthuse, inspire and motivate staff, pupils, parents and governors to achieve the vision and aims of the school	x	

Proven ability to build and maintain effective relationships with parents, carers, governors and the community that enhance the education of all pupils	x	
Be able to promote high standards of literacy and the correct use of standard English, orally and in writing	x	
Sound ICT knowledge and skills relating to class teaching and be able to demonstrate the effective use of ICT to enhance teaching and learning	x	
Must be able to plan lessons for all the pupils in a class, setting clear learning objectives, success criteria and adapted tasks	x	
Must be able to keep records of pupil progress in line with school policy	x	
Ability to plan, support, lead and work collaboratively with colleagues	x	
Proven ability to think creatively, to anticipate and identify problems/needs, and to construct innovative solutions	x	
An appreciation of new technology and an understanding of its usefulness within an educational environment	x	
To practise equal opportunities in all aspects of the role and around the work place in line with policy	x	
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	x	