



Job Title: Deputy Head of School – Leader of Early Years Learning

Permanent position, leadership role, responsible for early education

Purpose of the role

To deliver high quality early education and to implement effectively the school's hybrid approach to early education. This role will focus on promoting teaching and learning in order to ensure that children are ready for school. It is a leadership role that includes leading practice within the setting, ensuring that children experience a broad range of play and learning opportunities, to enable them to develop knowledge and skills as a foundation for outstanding future progress in school and outside of it. As well as being an experienced Early Years professional, you will work effectively with stakeholders and parents to develop positive and effective relationships.

Main Responsibilities:

1. To be accountable for the delivery of high quality inclusive early education, which is responsive to the needs of children and their families.
2. To lead practice within the setting. This includes:
 - establishing and sustaining a safe and welcoming environment through the provision of appropriate resources;
 - planning a balance of child-led and adult-initiated experiences;
 - promoting the development of children's prime areas of learning so they provide the right foundations for the development of the specific areas of learning;
 - organising learning materials and resources and making imaginative use of resources;
 - developing children's curiosity, interests and knowledge.

3. To monitor systems of assessment, recording and reporting on the progress in children's development and learning.
4. To ensure that all practitioners understand the principles and content of the Early Years Foundation Stage and know how to put them into practice.
5. To ensure that all practitioners understand the school's hybrid approach.
6. To ensure that practitioners have high expectations of all children and demonstrate commitment to ensuring that they can achieve their full potential.
7. To influence and shape the policies and practices of the setting and share in collective responsibility for their implementation.
8. To ensure that the service delivery is maintained within current legislative requirements including the Safeguarding and Welfare Requirements, Health and Safety and the Learning and Development Requirements.
9. To work in partnership with parents / carers and other family members, providing formal and informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes.
10. To contribute to the work of a multi-professional team and, where appropriate, coordinate and implement agreed programmes and interventions on a day-to-day basis.
11. To work in partnership with specialist agencies or professionals to ensure the safety and well-being of all children, identifying child or family support needs as necessary.
12. To take responsibility for staff professional development including, volunteers, students and sessional staff by role modelling best practice, providing mentoring support sessions and organising CPD opportunities.
13. To conduct monthly observations of practice and report findings to the manager and director.
14. To deputise for the Manager (Head of School).
15. To create and contribute to a working culture and practices that recognise, respect and value difference.
16. To undertake any other duties as may be appropriate and required from time to time.

Person Specification

Essential requirements of the post

1. Experience and qualifications:

The post holder must hold Early Years Professional Status or Qualified Teacher Status. For applicants with QTS, this should be specific to the foundation stage age group. Where this is not the case, the applicant should be able to demonstrate training and recent extensive experience of working in at a leadership level with the foundation stage age group.

- Extensive experience of working with young children, particularly 2-5 year olds.
- Experience of leading teams in delivering high quality early education.
- Experience of working with families, identifying areas where support may be necessary.
- Experience of working in partnership with other agencies and organisations when identifying and meeting the needs of children and families and in response to safeguarding concerns.

2. Knowledge and Understanding

- A thorough knowledge and understanding of the EYFS, Ofsted Common Inspection Framework and relevant current legislation.
- An excellent understanding of the developmental needs of young children, particularly 2 to 5 year olds
- A clear and demonstrable understanding of what constitutes a quality early education environment.
- An up to date knowledge and understanding of safeguarding requirements and procedures.
- A good understanding of making accurate assessments of children's learning and development and devising appropriate next steps for their learning.
- A commitment to inclusive and non-discriminatory working practice with children, families, colleagues and the community.

- Experience with, or ability to learn to use, specialised software (Tapestry) for children's individualized learning journeys.

Skills and Abilities

- Ability to design and develop early education environments and programmes and built on the children's interests and the benefits of natural play.
- Ability to maintain the health, safety and security of others.
- Flexibility, initiative and the ability to vary and change the curriculum according to children's needs.
- Outstanding observational skills and the experience to support staff in knowing when and how best to intervene to support children's play, learning, development and social interactions.
- Ability to communicate with people in a form and manner that is consistent with their level of understanding, culture, background and preferred ways of communicating.
- Good customer service.
- Basic IT skills.
- Excellent active listening skills.