

Grove House Nursery School and Children's Centre

JOB DESCRIPTION

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| Post: | Deputy Headteacher |
| Responsible to: | Headteacher |
| Reporting to: | Headteacher |
| Grade: | Leadership scale 1-5 |



MAIN PURPOSE OF JOB:

Carry out the duties of this post in line with the remit outlined in the current *School Teachers' Pay and Conditions Document* including the conditions of employment for deputy headteachers and the school's own policy

Under the overall direction of the Headteacher play a lead role:

- in formulating the aims and objectives of the school/centre and establishing the policies through which they are to be achieved
- be responsible for the standards and curriculum of all children attending the centre including monitoring of progress towards achievement
- proactively manage staff and resources

To take the lead role in admissions of children into the nursery and infant toddler centre, working in partnership with the Headteacher, admin staff and other staff.

To take the lead role in the delivery of the EYFS, within the nursery school, childcare and children's centre provision, incorporating other national or local priorities and initiatives.

To take lead responsibility for safeguarding and child protection as designated teacher.

To take the lead role in organising, co-ordinating and ensuring effective implementation of provision for children with SEND as the SENDCO.

To be fully involved in organising and participating in all aspects of the school/centres work.

Carry out the professional duties of a teacher as required

To take full responsibility for the school/centre in the absence of the Head.

To be on call during school holidays when the childcare provision is open, for emergencies or Ofsted inspections.

DUTIES AND RESPONSIBILITIES:

SHAPING THE FUTURE

- Participate in the formulation of the overall aims and objectives of the school/centre and to develop a shared vision and plan.
- To develop clear policies for the school/centre and ensure their successful implementation in consultation with the Headteacher, Leadership Team, all staff and the Governing Body.
- Contribute to the planning, monitoring and evaluation of the development of the school/centre through school improvement and self -evaluation processes.
- Set a visible leadership example to staff, children and their families and the wider community based upon a clearly communicated philosophy.
- To lead or attend meetings and events, both educational and social for the centre community.
- In partnership with the headteacher, lead by example when implementing and managing change initiatives
- Promote a culture of inclusion within the school community where all views are valued and taken in to account

LEADING LEARNING AND TEACHING

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- In partnership with the Headteacher and the Governing Body, ensure that highly effective teaching and learning for children, families and staff is secured and sustained by monitoring, evaluating and setting priorities for improvement.
- Assist in the monitoring of the quality of teaching and learning through observation of School/centre staff as part of appraisal and performance management requirements and to ensure that children's progress is supported and extended in the best ways possible.
- Acknowledge excellence and challenge poor performance
- Support and encourage staff to sustain high standards in the aesthetic and positive learning environment which makes efficient and effective use of available resources and which reflects the diversity of the community, including preparation of activities.
- To be the special needs and disabilities co-ordinator, ensuring staff are supported with identifying, assessing needs and implementing any individual plans. To also, work with relevant agencies to ensure appropriate support is in place for the child.
- To co-ordinate the home learning visit programme for children attending the nursery and Infant Toddler Centre.

- To encourage and take an active role in liaison with primary schools to which children transfer.

DEVELOP SELF AND OTHERS

- In partnership with the Headteacher, lead, motivate, support, challenge and develop staff to enable them to carry out their professional responsibilities and secure improvement.
- Help to co-ordinate the work of the staff to ensure that the school/centre's aims, objectives and policies are implemented, monitored and evaluated
- Identify professional development needs of staff and contribute to the development of a programme of training for the school/centre as a whole and in particular for the five days in service training each year.
- Lead staff development as requested, set up training events and liaise with other agencies as appropriate, to meet the responsibilities for improving the quality of the school/centre's provision
- Take responsibility for the direct line management of staff including supervision, appraisal and performance management.
- Help to ensure that there exists a clear commitment to the principles and practice of equality of opportunity for all throughout the school/centre.
- Share and facilitate the communication of information between all members of the staff team and between the school/centre and other agencies
- Participate in the recruitment of staff following the principles of "Safer Recruitment".
- Organise and support the induction of staff new to the school and those being trained within the school
- To take responsibility for the work of volunteers, unpaid staff and students, ensuring that they receive appropriate support.

MANAGING THE ORGANISATION

- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate
- Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication
- Working with the headteacher, undertake key activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school/centre

- Be a proactive and effective member of the senior leadership team
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate
- To undertake any professional duties, reasonably delegated by the headteacher
- To lead on safe guarding and child protection as set out in 'The role of the designated safeguarding lead' in 'Keeping children safe in education September 2016'

SECURING ACCOUNTABILITY

- Advise and assist the Headteacher, Leadership and Management Team and Governing Body including attending meetings and making reports as appropriate.
- Maintain an awareness of health and safety issues and to ensure the school/centres policy is adhered to.
- To be responsible for promoting and safeguarding the welfare of children within the school/centre and to be the designated teacher for child protection.
- Support the headteacher in reporting the school/centre's performance to its community and partners

STRENGTHENING COMMUNITY

- Work with the headteacher in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Motivate and, with the Headteacher and Leadership and Management Team, share the leadership of the school/centre team in developing the best possible practice and policy to meet the needs of all children and families
- Work closely with other agencies to ensure that children in need or at risk are identified and that socially excluded and isolated families are included and involved in the school/centre and have equal access to all its services in line with local policy agreements.
- Develop a partnership between parents, families, the community and the school/centre and other agencies, actively promoting the involvement of parents in their own and their children's learning and in supporting children's self-discipline, respect for others, themselves and property
- Assist in the maintenance of close liaison with other local early years' settings, schools and the wider community.
- Host a wide range of visitors and explicitly articulate the pedagogy, vision and philosophy for the early years provision.

ADDENDUM

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the appraisal process or as appropriate

Signature of Post holder _____ **Date** / /

Signature of Headteacher _____ **Date** / /



Deputy Headteacher

PERSON SPECIFICATION

Essential requirements:

Candidates should be teachers recognised by the DfE and have had recent teaching experience in the nursery sector.

Candidates must have experience in a leadership post in an early years setting.

To be willing to further own professional development through reading and in-service training.

In addition, he/she should have:

Experience:

1. Significant experience of teaching in an early years environment, in a role of responsibility and in the development of curriculum initiatives focusing on under-fives.
2. Experience of working in an urban environment and experience of developing work which aims to maximise the achievement of all pupils in the context of a multicultural school.
3. Experience of working within a multi-agency context, liaising and working in partnership with other professionals

Professional knowledge:

4. Detailed knowledge of issues involved in the management of a nursery school or children's centre.
5. Detailed knowledge of early year's issues. This includes the management and delivery of an appropriate curriculum, assessment, continuity and progression, parental partnership, special needs and links with external agencies.
6. Detailed knowledge of theories appropriate to the promotion of successful learning for children aged five years and under and knowledge of the EYFS
7. Up to date knowledge of statutory regulations and guidance relating to early years.

Professional skills - Candidates must demonstrate the ability to:

8. Work as a member of a team in a position of responsibility as Deputy Headteacher, providing leadership, support, motivation and inspiration for colleagues.
9. Act as model of good classroom practice. This includes the development of education through play (both indoors and outdoors) as well as plan, implement and evaluate an early year's curriculum programme.

10. Assess and work towards meeting the needs of others and relate to people from diverse cultural backgrounds (this includes staff, pupils and parents).
11. Plan, organise and communicate effectively as a Deputy Headteacher (verbal, written and using ICT as appropriate)
12. Evaluate and respond appropriately to situations as they arise both in the Nursery School and Infant – Toddler Centre.
13. Promote an inclusive approach within the School/centre.
14. Analyse data, to evaluate the performance of pupil groups, pupil progress and plan an appropriate course of action for whole school improvement.
15. Contribute to maintaining, reviewing and developing effective systems for monitoring and evaluation of the school/centre's provision.
16. Promote and safeguard the welfare of children within the School/centre
17. Contribute effectively to the work of the Headteacher and senior leadership team
18. Deal successfully with situations that may include tackling difficult situations and conflict resolution
19. Work successfully with a range of external agencies