



Dulwich College Shanghai Puxi believes that each employee makes a significant contribution to our success, and that contributions should not be limited by the assigned responsibilities. Therefore, this job description is designed to outline primary responsibilities but not limit the employee nor Dulwich College Shanghai Puxi to only the work identified. It is the expectation of the school that each employee will offer his/her services wherever and whenever necessary to ensure the success of our organisation.

Department	Primary School
Job Title	Assistant Head of Early Years
Current Level of Classification	
Reporting to	Head of Primary
Key Relationships	Early Years Leadership Team; AHT of Primary; AEN-Co; EAL-Co;
Duties and Responsibilities	<p>The Assistant Head of Early Years is a strategic role, with shared responsibility for developing the Early Years curriculum, teaching and learning at Dulwich College Shanghai Puxi. This person will be directly responsible for student achievement and wellbeing throughout in their designated key stage, and will take the lead on initiatives that support the growth of the school. They will be a positive ambassador for change, and will be directly involved with the professional learning of classroom teachers through effective performance development. They will play a key role shaping the future direction of the whole primary school.</p> <p>As a member of the Early Years Leadership Team, you will provide leadership, direction and management in order to ensure a high quality education for all students. You will be a model of excellence, and support colleagues to perform to the best of their ability. You will uphold the school values, and put pupils ‘ wellbeing at the heart of everything we do. You will be responsible for promoting high expectations of an inclusive setting with equality of opportunity for all and where each child is valued and feels safe and cared for.</p> <p>You may be required to carry out duties not specified as and when requested by the Head of Primary or members of the CLT</p> <p><b>Specific responsibilities include:</b></p> <ul style="list-style-type: none"> <li>• Member of the Early Years Leadership Team, actively contributing to the strategic planning and development of the school for the future</li> <li>• Line management of designated team members</li> <li>• Budget holder for the Early Years department</li> </ul> <p>Academic Responsibilities</p> <ul style="list-style-type: none"> <li>• Responsible for pupil achievement within the designated key stage</li> <li>• Promote the 10 learning principles, and oversee the implementation of the Engaging Spaces document</li> <li>• Promote and monitor implementation and impact of the Characteristics of Effective Learning</li> </ul>



	<ul style="list-style-type: none"> <li>• Lead, manage, develop and evaluate the implementation of assessment policy and practice throughout the Early Years</li> <li>• Provide support and guidance on all matters related to assessment, including the ASC and specific requirements for assessments to be undertaken</li> <li>• Support the development of formative and summative assessment strategies, and supporting technologies</li> <li>• Monitor and evaluate standards and progress in learning across the key stage using a range of strategies, including:             <ul style="list-style-type: none"> <li>- Work sampling</li> <li>- Learning visits</li> <li>- Pupil observations</li> <li>- Professional dialogue</li> <li>- Data analysis</li> </ul> </li> <li>• Ensure that data is secure and valid through regular standardisation and moderation</li> <li>• Support the Head of Primary and Deputy Head of Primary with reporting arrangements</li> <li>• Work alongside the AEN team to identify and provide support for vulnerable or underperforming students</li> </ul> <p>Pastoral Responsibilities</p> <ul style="list-style-type: none"> <li>• Actively promote the school Guiding Principles</li> <li>• Assist the Head and Deputy Head of Primary to execute the school behaviour policy</li> <li>• Monitor and promote attendance and punctuality in a designated key stage</li> <li>• Meet with parents regarding behaviour issues or pastoral concerns</li> <li>• Maintain high standards of school uniform</li> <li>• Monitor behaviour records on SIMs and provide updates to PLT and CLT</li> <li>• Support with the management of safeguarding concerns</li> <li>• Assist with the identification of pupils who may be vulnerable or at risk</li> <li>• Assist AEN and EAL department, and class teachers, in planning intervention programmes for children who require extra provision</li> <li>• Liaise with external agencies such as ELG to timetable support sessions for students</li> <li>• Maintain duty rotas in the designated key stage, and organise cover for absent teachers</li> <li>• Co-ordinate assembly themes</li> <li>• Lead on transition between key stages</li> </ul>
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	<ul style="list-style-type: none"> <li>• Support the Assistant Head of Enrichment with the development key experiences and activities in the Early Years</li> </ul> <p><b>General responsibilities Include:</b></p> <p>In addition to the duties of listed above:</p> <ul style="list-style-type: none"> <li>• Attend community events and be an ambassador for the college</li> <li>• Contribute the induction programme for new staff members</li> <li>• Act with integrity and academic honesty with regards to assessment protocols</li> <li>• Be a high performing practitioner</li> <li>• Constantly seek to improve</li> <li>• Promote excellence in everything we do</li> <li>• Act as a role model of excellence and promote high standards of professional practice</li> <li>• Support the leadership and development of the College</li> </ul> <p><b>Teaching</b></p> <p>An Assistant Head of Early Years may have a teaching commitment negotiated with the Head of Primary.</p>
<p>Requirement</p>	<p><b>Person Specification for Assistant Head of Early Years</b></p> <p><b>1. QUALIFICATIONS AND PERSONAL DEVELOPMENT</b></p> <p><i>Essential</i></p> <ul style="list-style-type: none"> <li>• University educated with an honours degree</li> <li>• Recognised teaching qualification</li> <li>• Evidence of ongoing personal development</li> </ul> <p><i>Desirable</i></p> <ul style="list-style-type: none"> <li>• Further degree in education; hold or working towards the National Professional Qualification for Middle or Senior Leadership (or international equivalent)</li> </ul> <p><b>2. KNOWLEDGE</b></p> <p><i>Essential</i></p> <p>In-depth knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Leadership and management of a team (including line management)</li> <li>• Effective leadership and management strategies</li> <li>• English National Curriculum or Early Years Curriculum</li> <li>• Assessment, tracking and data</li> </ul>



	<ul style="list-style-type: none"> <li>• How children learn</li> <li>• How to keep children safe</li> <li>• Holding people to account</li> <li>• Strategies to raise standards for all groups of learners and securing high levels of student achievement</li> <li>• Up to date educational issues and developments</li> </ul> <p><i>Desirable</i></p> <ul style="list-style-type: none"> <li>• Use of SIMs</li> <li>• EAL practice</li> <li>• Professional Learning Communities and Action based research</li> </ul> <p><b>3. EXPERIENCE</b></p> <p><i>Essential:</i></p> <ul style="list-style-type: none"> <li>• Expertise to secure students' self-esteem and enable students to become resilient learners</li> <li>• A clear focus on learning</li> <li>• Leading effective change with demonstrable impact</li> <li>• Line management of a colleague or team</li> <li>• A proven track record of highly effective Early Years practice</li> <li>• Leading on a curriculum area</li> <li>• Proven organisational skills</li> <li>• Budget and resource management</li> </ul> <p><i>Desirable</i></p> <ul style="list-style-type: none"> <li>• Experience in a pastoral role</li> <li>• Previous international school experience</li> <li>• School improvement planning</li> <li>• Taught in more than one key stage</li> </ul> <p><b>4. PROFESSIONAL QUALITIES, ATTRIBUTES, VALUES AND CHARACTERISTICS</b></p> <ul style="list-style-type: none"> <li>• Have a clear educational vision based on evidence and experience</li> <li>• Be absolutely passionate about improving learning and teaching</li> <li>• Be pupil focused – students are the at the heart of everything we do</li> <li>• Intrinsically motivated and inspired to create a world class learning environment</li> <li>• Action and outcome focused</li> <li>• Excellent communication and interpersonal skills</li> <li>• Show educational entrepreneurship – solve problems and innovate</li> <li>• Delegate effectively and inspire</li> <li>• Professional generosity to develop others</li> </ul>
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Develop supportive and safe learning environments	Dulwich College International is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We follow safe recruitment practices which are aligned to the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection. All appointments are subject to an interview, identity checks, criminal record checks, and successful references.
Job Description Reviewed	Annually