



Duncombe  
School

An Independent Preparatory  
School and Nursery

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## Room Leader & Deputy EYFS Coordinator (Term-time Only)

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<b>Job Title:</b>	Room Leader & Deputy EYFS Coordinator
<b>Reporting To:</b>	Head of EYFS / Headmaster / Business Manager
<b>Internal Contacts:</b>	All school non/teaching employees, pupils
<b>External Contacts:</b>	Education establishments, suppliers, parents

Duncombe School was founded 76 years ago by local teacher Lily Taylor, who opened with just eight pupils. The school quickly outgrew its premises in Pegs Lane, Hertford, and moved to a larger building in Westfield Road, Bengo. In 1951, we moved to our present Palladian-style mansion and extensive grounds in Bengo, just outside Hertford.

Duncombe is home to an array of well-behaved and inquisitive pupils who are supported by our team of friendly staff of teachers through to the catering team. We each share a clear vision of what an excellent Prep school looks like; I believe it can be defined as the willingness to explore the new, along with the confidence to stand on the established. This can be understood as a school that is prepared to take regular, reflective self-assessment both of the teaching and learning experience and its holistic provision. A school which keeps the faith, has confidence in its values, aims and ethos which are understood by the entire school community.

We are a school that is prepared to embrace new technologies, which enhance both learning and teaching. A school which provides a vibrant and happy environment where pupils feel secure and safe, but are willing to be challenged and stretched. A school that is prepared to engage and take a lead in the debate about curriculum development, green agenda and current issues. Importantly it is a school that values the entire family and puts the needs of others at its heart.

Our expectation and ambition for our pupils and their families continues to grow. It would be my personal pleasure to show you and your family around our school, stand alongside you and watch our pupils and teachers impress you with their passion for education, their manners and unpretentious confidence, their good humour and the pride they have to be part of Duncombe School.

### KEY PURPOSE OF THE JOB

The post-holder will be expected to manage their own performance and development within the EYFS and one phase of the school, encouraging all staff in the same areas to do the same by sharing a commitment to improvement.

The post-holder will be expected to provide professional leadership and management of the EYFS and one phase of the school.

The post-holder will be required to exercise their professional skills and judgement to carry out the professional duties set out below in a collaborative manner.

## **KEY DELIVERABLES**

### **Making an impact on the educational progress of pupils beyond those directly assigned**

- Encourage pupils' motivation and enthusiasm, securing positive attitudes to learning and high standards of behaviour in the EYFS and across one phase.
- Monitor, evaluate and review pupils' progress, achievement and attainment across the EYFS and one phase and ensure appropriate action plans are in place where issues are identified.
- Monitor, evaluate and review the quality of learning and teaching in the EYFS and across one phase in accordance with school policy.
- Challenge underperformance of learning and teaching in the EYFS and across one phase by promoting a high challenge high support culture.
- Support curriculum leaders in the development and implementation of curricular and cross curricular initiatives.
- Support teachers, support staff to promote inclusive teaching methods.
- Support the pastoral care of pupils in the phase.
- In conjunction with the educational visits curriculum leader, oversee the organisation of educational visits and curriculum enrichment activities within the phase.
- Liaise closely with other Phase Leaders to ensure continuity and progression across the phases.

### **Leading, Developing and Enhancing the teaching practice of others**

- Have a detailed professional knowledge of the EYFS including an understanding of the knowledge, progression of early childhood development.
- Be accountable for the work of teachers and support staff in the EYFS and those assigned to the phase.
- Monitor, evaluate and review the quality of learning and teaching in the EYFS and across one phase and share judgments with teaching and support staff as appropriate.
- Develop and improve EYFS subject knowledge and pedagogy.
- Ensure the promotion of methods that enable all pupils to learn effectively, including Home Learning.
- Enable colleagues to challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding of the EYFS and the curriculum within the phase.
- Take responsibility for the induction of new staff in the phase.
- Identify key professional development needs and ensure that these needs are addressed through the provision of high quality coaching and mentoring.
- Contribute to continuing professional development (CPD) activities with particular reference to phase/EYFS issues.
- Disseminate examples of 'good practice' in learning and teaching, effective planning and provision across the EYFS and the phase.

### **Deputy EYFS Coordinator Role**

- Support the Head of EYFS in all matters relating to Treetops, our EYFS provision, ensuring the provision complies with the Early Years Foundation Stage Statutory Framework and all other statutory regulations such as Health and Safety Law and Employment Law.

- Deputise for the Head of EYFS in their absence. When deputising, the Deputy EYFS Coordinator must execute the responsibilities of the Head of EYFS according to all lawful and ethical standards.
- Responsible for arranging staff absence cover to ensure EYFS ratios are adhered to at all times.
- Act as the Deputy Designated Safeguarding Lead (DSL) for EYFS to promote the safeguarding and welfare of children.
- Work as part of the Staff Team and liaise between the Staff and the Head of EYFS.
- Support the Head of the EYFS in carrying out staff supervision and performance management for all Early Years staff.

## **PERSON SPECIFICATION**

### **Experience**

Applicants should be able to demonstrate recent and relevant experience of:

- Proven exemplary classroom practice in a primary school with substantial experience in the EYFS.
- Observing and evaluating teaching and giving feedback to a teacher.
- Monitoring and evaluation of learning and teaching leading to effective planning to raise standards.
- Evidence of continuing professional development.
- Effective involvement with parents.

### **Knowledge**

Applicants should be able to demonstrate a good knowledge and understanding of the following areas related to this post:

- A thorough knowledge and understanding of the National Primary Strategies, National Curriculum and Early Years Foundation Stage.
- Excellent understanding of curriculum and pedagogical issues, particularly those related to the EYFS.
- The assessment and review of children's progress and development in the EYFS and within the phase using assessment for learning strategies.
- Creative and effective learning and teaching styles to engage, motivate and enable children to progress.
- A positive and effective approach to behaviour management.
- Effective strategies to include and meet the needs of all pupils within teaching the EYFS and the phase including under-achieving groups, EAL, SEN and G&T pupils. How to analyse, understand, interpret and respond to school performance data.
- Encouraging parents and carers to work co-operatively with the school and involve them in their children's education.

### **Leadership and Management Skills**

Applicants should be able to demonstrate from their experience the ability to:

- Promote and sustain high standards for all children.
- Understand and value the process of monitoring, evaluating and review as an aid to raising standards.
- Take a lead role in innovative curriculum development.
- Contribute to self-evaluation exercises and whole school development.
- Manage the performance of other members of staff.
- Inspire, lead and motivate the children and staff to influence the quality of learning and teaching and initiate change.
- Share expertise, skills and knowledge and to encourage others to follow suit.
- Organise and manage work life balance of self and others.
- Seek advice and support when necessary.

- Maintain consistently high standards and expectations in all that you do.
- Have personal impact and presence to be able to initiate change and achieve excellence.

### **Personal Skills and Attributes**

Applicants should:

- Demonstrate a high level of commitment and professionalism.
- Have excellent written and verbal communication skills.
- Be able to create and maintain effective partnerships with staff, parents/ carers, children and the wider school community.
- Be a good team player and be able to lead and inspire by being an excellent role model.
- Be able to work independently and on own initiative.
- Have good time management skills and an ability to plan and prioritise work and tasks for you and your phase team.
- Maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post.
- Demonstrate commitment to inclusive practise and equal opportunities.
- Be approachable, positive, flexible and enthusiastic with a good sense of humour.

### **Qualifications**

Applicants should have:

- Completion of a recognised Level 3 Childcare qualification, e.g. Level 3 Certificate for the Children & Young People’s Workforce, NVQ Level 3 in Children’s Care, Learning and Development – or be working towards completion.
- A positive approach to gaining further qualifications.
- Some understanding of the importance of Health & Safety and Food Hygiene in the workplace.

It is desirable for the applicant to have:

- Child Protection in Schools Course.
- DSL training.
- Health & Safety certificate.
- Paediatric First Aid certificate.
- Basic Food Hygiene certificate.

### **HOURS OF WORK**

Term-time Weeks (Approx. 35 weeks)

Monday: 8.15am to 4.15pm with a 60 minute unpaid break  
 Tuesday: 8.15am to 4.15pm with a 60 minute unpaid break  
 Wednesday: 8.15am to 4.15pm with a 60 minute unpaid break  
 Thursday: 8.15am to 4.15pm with a 60 minute unpaid break  
 Friday: 8.15am to 4.15pm with a 60 minute unpaid break

Total paid hours: 35 hours per week

The post holder will be required to have a flexible approach to their hours of work in order to meet the requirements of the role.

## TERMS AND CONDITIONS

### Salary

The annual salary offered will be in the region of £18,000 subject to experience, skills and relevant qualifications. In addition the post has a Management Allowance of £1,250 for the responsibilities as Deputy EYFS Coordinator. Salaries are paid monthly on the 23<sup>rd</sup> of each month.

### Holiday

Your annual holiday entitlement is 28 days pro-rated, payment for which is included in your annual salary. This is inclusive of Bank and public holidays also pro-rated. The holiday year is the academic year (1<sup>st</sup> September to the 31<sup>st</sup> August). You are not entitled to take any leave during term time and are not permitted to carry over holiday entitlement to a subsequent holiday year.

### Sick Pay

The School offers the following enhancement to SSP:

Length of Service:    Amount of Full Pay per 12 months:

0 to 3 years	2 weeks
Over 3 years	4 weeks

### Pension

The Company is pleased to offer eligible employees the opportunity to join a Workplace Pension Scheme, details of which may be obtained from the Bursar. You will be automatically enrolled into a Pension Scheme unless you specifically Opt Out. The Scheme is provided by The People's Pension, specialists in providing Workplace Pensions. You will receive a member pack from Peoples Pension in the post to your home address during your 2<sup>nd</sup> month of employment which will include details regarding the opting-out process should you wish to do so.

Membership of the scheme is subject to operating rules, which may change from time to time and the School reserves the right to replace the current scheme with an equivalent scheme at its absolute discretion.

## RECRUITMENT PROCESS

Please note that all applicants are required to complete the Cognita Application Form which can be downloaded from the following website:

[www.duncombe-school.co.uk](http://www.duncombe-school.co.uk)

CVs may be submitted in support of the application Form but CVs on their own are not acceptable.

Applications by post and email are permitted. Please send your application and a covering letter clearly indicating which position you are interested in, **before the deadline of 9.00am on Monday 5<sup>th</sup> June 2017** to:

Mrs Emma Webb  
PA to the Headmaster  
Duncombe School  
4 Warren Park Road  
Hertford  
SG14 3JA

Email: emma.webb@duncombe-school.co.uk

**Interview date: Week Commencing Monday 12<sup>th</sup> June 2017**

## **WELFARE OF CHILDREN**

*Duncombe School is committed to safeguarding and promoting the welfare of children and applications must be willing to undergo child protection screening appropriate to the job, including checks with past employers, and an Enhanced Disclosure via the Disclosure & Barring Service.*

*The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Child Protection Officer/Designated Safeguarding Lead or to the Head or indeed to the Regional CEO so that a referral can be made accordingly to the relevant third party services.*