



# MEONCROSS SCHOOL

APPOINTMENT OF  
**HEAD OF EARLY YEARS**  
COMMENCING SEPTEMBER 2017



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## AN INTRODUCTION TO MEONCROSS

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Meoncross School is a co-educational independent school, offering an outstanding academic journey from Nursery to Sixth Form, located on the south coast of Hampshire. Our aim is for every pupil to realise their full potential and where every child is an individual.

The school motto ‘Luctor et emergo’ underpins all we do here at Meoncross; the Latin phrase which appeared on the original school badge in 1953 and is best translated as “I strive and I emerge”.

We seek to embed this ethos into the daily life of the school by teaching our pupils that only through hard work will they achieve success. We do this through the challenges set in every lesson, to those experienced on stage and the sports field and in the opportunities for leadership that they have at every age. We want to build their resilience and their willingness to test themselves since those qualities are at the heart of our core values and are essential to a rewarding and happy adult life.

We strive to understand the challenges faced by each child by getting to know them very well indeed. Our staff keep a close eye on the progress of each individual, discussing them by name at regular formal and informal meetings. Only in this way can we tailor the support we offer them because every child has their own challenges to overcome. We strive to help them as individuals rather than as a cohort. To this end, we introduce academic mentors as they enter the Upper School. Most importantly, we look to celebrate their successes in school or outside it; supporting them to achieve their ambitions.

The quality of our teaching has been independently judged as ‘outstanding’ and is underpinned by meticulous planning to ensure that our high standards of academic attainment are maintained. When you combine this with our approach to building a lifelong set of values and a determined work ethic, it is small wonder that we are proud of our leavers.



Mrs Sarah Ebery, BSc(Hons), Med  
Headmistress



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## SAFEGUARDING

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All young people deserve the right to live and learn in a safe and happy environment.

All Meoncross School, staff share the responsibility to promote and safeguard the welfare of children and young people for whom they are responsible or with whom they come into contact. In doing so, staff are expected at all times to adhere to and ensure compliance with the School's Safeguarding Policies and Procedures.

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.

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.



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## HEAD OF EARLY YEARS

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We are seeking an outstanding leader for the role of Head of Early Years who can inspire, challenge and motivate children and staff. You will lead a passionate and committed team across the Early Years, to provide a stimulating, creative and safe environment and to promote the learning and development of each child, according to our school strapline 'every child an individual'.

In the Nursery, children participate in a range of additional activities, including regular trips to the Beach in our minibuses where we take learning outside of the classroom, French lessons, 'Baby ballet', and cooking. Reception children follow the Read, Write Inc. phonics scheme, whilst the Beach School continues to play a large part in our outdoor curriculum. In order to be successful in this role, you will have an excellent working knowledge of the EYFS, ideally with experience of working within a Nursery and a Reception environment, as well as the ability to build and maintain excellent relationships with children, parents and colleagues.

## JOB DESCRIPTION

<b>Post Title</b>	<b>Head of Early Years</b>
<b>Core Purpose</b>	<p>The main role and responsibilities of the Head of Early Years is to:</p> <ul style="list-style-type: none"> <li>• Ensure the effective and efficient running of the EYFS team, embracing the school’s ethos, values and aims, being an exemplary role model.</li> <li>• Contribute to the development of excellence by the development and creation of policies and by supporting staff during their implementation, monitoring and evaluating their impact.</li> <li>• Play a major role, under the direction of the Deputy Head, Lower School, in monitoring and evaluating the provision and outcomes for pupils in the EYFS, using this information to work with the SLT to create EYFS development and improvement plans.</li> <li>• Be an outstanding teacher and lead teaching and learning within the EYFS team, creating an engaging curriculum and actively engaging parents in the life of the school.</li> <li>• Ensure that the EYFS team work together effectively and efficiently, by providing excellent organisational ability, leadership and management skills.</li> <li>• Be responsible for implementing assessment procedures and be accountable for the outcomes of pupils in the EYFS.</li> </ul> <p>“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 Designated Safeguarding Lead so that a referral can be made accordingly to the relevant third party services.”</p>
<b>Reports to</b>	<b>Deputy Head (Lower School)</b>
<b>Core responsibilities</b>	<p style="text-align: center;"><b><u>Key Responsibilities of the Head of Early Years</u></b></p> <p><b><u>Teaching and Learning:</u></b></p> <p>To raise achievement and outcomes of pupils by:</p> <ul style="list-style-type: none"> <li>• Providing an outstanding role model in: <ul style="list-style-type: none"> <li>○ Classroom organisation, classroom displays and promoting independence.</li> <li>○ Standards achieved by children.</li> <li>○ Planning and teaching, using a wide range of appropriate teaching and learning styles indoors and outdoors.</li> <li>○ Differentiating work to meet the needs of all pupils.</li> <li>○ Assessment and recording of pupil’s progress.</li> <li>○ Implementing policies.</li> </ul> </li> </ul>



- Implementing the schools behaviour policy and managing children’s behaviour.
- Ensuring children with SEND, including behavioural and emotional needs, are supported and their needs are met.

**Curriculum:**

To raise achievement and outcomes of pupils by:

- Having a detailed and thorough knowledge of the EYFS Curriculum (and some knowledge of the KS1 Curriculum), in order to support staff. This includes mentoring Early Years Practitioners and Reception teachers who need support in developing aspects of their practice.
- Having a detailed and thorough knowledge of EYFS assessment procedures and guidance (and some knowledge of the KS1 assessment procedures), in order to support staff. This includes mentoring EYFS practitioners and Reception teachers who need support in developing aspects of their practice.
- Leading the EYFS curriculum, to include:
  - Keeping up to date with new Government and Local Authority developments and sharing the information with staff.
  - Analysing school data and pupil outcomes.
  - Identifying staff skills and areas of development.
  - Co-ordinating and delivering staff training.
  - Taking a lead role in developing new initiatives.
  - Monitoring and evaluating the effectiveness of initiatives and School Improvement Plan.

**School Leadership:**

To motivate, inspire, challenge and support staff and pupils by;

- Leading by example in all that you do and having high expectations of yourself.
- Embracing and personally demonstrating the school’s ethos, vision and values, expecting the same of all staff and pupils.
- Having a commitment to team work demonstrating this positively through clear, professional communication, valuing every member of the school community and collaborative working.
- Showing an enthusiastic and positive approach to putting into practice new initiatives, motivating and inspiring others, to ‘have a go’ and then be evaluative.
- Showing resilience and supporting others during challenging and stressful situations.
- Assisting the Deputy Head, Lower School and being the lead practitioner in improving the provision and outcomes for pupils in the EYFS.

**Early Years Foundation Stage Leadership:**

To raise achievement and outcomes of pupils by:

- Being responsible for the effective and efficient running of the EYFS team; curriculum planning, parents’ evenings, information events, new parent meetings etc.

- Line managing the EYFS team with specific responsibility for the EYFS.
- Ensuring good communication and sharing of good practice through effective liaison with all Early Years Practitioners.
- Working collaboratively within the Nursery and Reception to ensure consistency across the EYFS by:
  - Having a positive and effective working relationship.
  - Ensuring a complete and engaging EYFS curriculum is covered.
  - Jointly implementing and evaluating curriculum initiatives.
  - Liaising when organising events and activities.
  - Monitoring and evaluating curriculum planning and provision (long, medium and short term).
  - Leading moderation processes in school and with other agencies.
- Maintaining an overview of standards across the EYFS through data analysis, lesson observations, learning walks, work scrutiny, in line with school timetables.
- Ensuring the learning environments (indoor and outdoor) and provision in EYFS are of the highest quality.
- Ensuring all assessments (internal and external) are completed on time and are accurate.
- Ensuring the marking and feedback policy is correctly implemented and target setting is effective.
- Providing curriculum reports, assessment reports and year group reviews to the SLT as required

**School Improvement:**

To raise achievement and outcomes of pupils in the Early Years by:

- Taking a strategic role evaluating the school's EYFS provision and outcomes.
- Analysing the EYFS data, identifying key areas of success and of areas for development.
- Taking an active role in the completion of the schools' 'School Self Evaluation' – Early Years Section.
- Being actively involved in the monitoring and evaluation of teaching and learning in the EYFS, through lesson observations, learning walks, book sampling and feedback.
- Taking a strategic role in the development and implementation of the School Improvement Plan, within the EYFS.
- Taking a strategic role in evaluating the effectiveness and impact of the School Improvement Plan, within the EYFS.
- Forming links with other EYFS settings to lead and support aspects of school improvement.
- Being committed to your own professional development.

<b>Principal Working Relationships</b>	<b>Internal: Pupils, Nursery Team, Lower School Teaching Team</b> <b>External: Parents, External agencies (if necessary)</b>
	<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</p> <p>This job description is current at the date shown, but, in consultation with you, may be changed by the Headmistress to reflect or anticipate changes in the job commensurate with the grade and title.</p>
<b>Date</b>	<b>Signed</b>

## PERSON SPECIFICATION

### Skills, Qualities and Experience Required

Criteria	Essential – E Desirable - D
Early Years qualification.	E
Degree or equivalent.	E
Qualified Teacher Status.	D
Being an outstanding practitioner, including planning, assessment, teaching strategies and styles.	E
Understanding what constitutes outstanding Early Years provision.	E
Leading teaching and learning in a Nursery setting and a Reception classroom.	D
Creating excellent relationships with key stake holders, including parents, carers and colleagues.	E
Current or recent Early Years leadership, including managing a successful team.	E
Analysing pupil performance data to inform planning, target setting and raising standards for all pupils.	E
Managing staff and pupil progress.	E
Observing and feeding back to colleagues.	E
Supporting transition from EYFS to KS1.	E
Experience of delivering CPD to colleagues.	D
Ability to support children’s emotional and social needs, as well as learning needs.	E
Ability to effectively support colleagues in raising standards of teaching and learning.	E
Knowledge of a range of effective strategies for inspiring and motivating staff to achieve their full potential through collaboration, focusing on raising standards and school improvement.	E
Ability to use a range of sources of evidence to make judgements and identify next steps (e.g. EYFS profiles, lesson observations, work scrutiny).	E
Ability to help raise the standards of pupils’ attainment and achievement.	E
Excellent understanding of the key role of parents and the community in school improvement and how this can be developed.	E
Knowledge and understanding of current educational issues, developments and legislation, particularly those related to EYFS.	E
Ability and willingness to promote and demonstrate the school’s aims, positive culture and ethos.	E

Potential for inspirational, enthusiastic and innovative leadership.	E
A lively, creative and good humoured approach to all aspects of teaching, management and leadership.	E
Clear educational vision which can be effectively communicated and developed.	E
A personable nature, ability to build excellent relationships with and communicate effectively with a wide range of people, including children, parents and colleagues.	E
Ability to communicate with, manage, organise and motivate staff with diplomacy and sensitivity when required.	E
Ability to create and maintain a positive team spirit, delegating, negotiating and challenging, where necessary.	E
Ability to develop and nurture the capabilities of others through collaboration and motivation.	E
An enthusiasm and energy for teaching.	E
Professional integrity, honesty and resilience.	E
Excellent organisational skills and the ability to work to deadlines effectively.	E
Ability to be flexible and show initiative.	E
A commitment to continued professional development.	E

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## SALARY AND PENSION

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Salary / Hourly rate will be dependent upon experience.

Staff receive a midday meal free of charge during term time.

The school is committed to staff development: there is an annual performance management scheme and regular opportunities for in-service training. We run an Induction Programme for all new staff.

A reduction in school fees from Nursery onwards is available to full-time staff; for part-time staff, the fee reduction is calculated pro rata.

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## HOW TO APPLY

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A letter of application together with a completed application form for the attention of Miss Sue Watson, to [recruitment@meoncross.co.uk](mailto:recruitment@meoncross.co.uk)

Applicants selected for interview will be informed within a week of the closing date for application. Applicants who have not heard from the School by this time must assume that, on this occasion, their application has been unsuccessful. Candidates short-listed for interview will be required to bring proof of qualifications and their right to work in the UK to interview.

**Closing Date:** 12 noon, Wednesday 28 June 2017

**Interviews:** Provisionally, Monday 10 July 2017

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