



HEAD OF PRE-PREP

THE ROLE

This is an exciting opportunity for a highly-motivated, passionate and forward-thinking educationalist to lead the Pre-Prep at STAHS, one of the country's leading independent day schools.

The Head of Pre-Prep is a member of the Prep School Leadership Team (PSLT) and is expected to provide vision, leadership and a clear strategic direction for the Pre-Prep. They are responsible for pastoral and academic provision as well as operational matters relating to pupils in Reception to Year 2. They are a Deputy Designated Safeguarding Lead and the lead contact for the Early Years Foundation Stage. They also play a key role in admissions to the Prep School.

The successful candidate is expected to be an excellent Early Years and/or Key Stage 1 practitioner, with experience of successfully implementing initiatives in the lower years. They will teach a significantly reduced timetable to enable them to execute all responsibilities of the role.

The start date for this position is either September 2024 or January 2025 for the right candidate.

This position involves contact with children and will amount to regulated activity as defined by Keeping Children Safe In Education (KCSIE) for safeguarding children and safer recruitment.

RESPONSIBILITIES

The Head of Pre-Prep reports directly to the Head of Prep and indirectly to the Deputy Heads. They are expected to:

Support and Deputise for the Head of Prep

- Represent STAHS Prep at external, Senior and Prep School events
- Attend all Prep School Leadership Team Meetings
- Support with the staff recruitment and induction processes
- Keep the Head of Prep informed of any issues relating to pupils and staff in the Pre-Prep

Leadership & Strategic Development

- Contribute to the development and delivery of the strategic objectives relating to the Pre-Prep within the School Development Plan
- Inspire best practice in teaching and pastoral care in the Pre-Prep by setting high professional standards and expectations, resulting in excellent pupil progress
- Line manage all teachers and teaching assistants working in the Pre Prep
- Chair weekly Pre-Prep team meetings, and lead staff meetings and parent seminars as and when appropriate
- Be a visible presence across the Pre-Prep and communicate effectively with current and prospective parents

Safeguarding

- As a Deputy Designated Safeguarding Lead, work closely with the Prep School's Deputy Head Pastoral to ensure that the Pre-Prep pupils are safe, undertaking any actions as appropriate
- Support the Prep School's Deputy Head Pastoral by managing the Pre Prep safeguarding records (CPOMS)
- Be the initial point of contact regarding any safeguarding matters relating to pupils in the Early Years Foundation Stage
- Ensure that all aspects of safeguarding and child protection at STAHS Prep follow the guidance in Keeping Children Safe in Education, and that Pre Prep staff follow the relevant school policies.

Pastoral Care and Pupil Mental and Physical Health and Wellbeing

- Ensure that the behaviour management procedures, sanctions and rewards are appropriately implemented across the Pre-Prep
- Manage the transition of new pupils into Reception from their various nurseries, and of the pupils joining in Years 1 and 2.
- Work with the Year 2 and Year 3 teachers to ensure smooth pupil transition from Year 2 to Year 3

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RESPONSIBILITIES (Continued)

- Lead on new pupil induction day for the Pre-Prep
- Lead whole school and Pre-Prep Assemblies
- Write, update and share the risk assessments relating to the Early Years Foundation Stage and Pre-Prep
- Ensure that our EYFS provision is in line and compliant with EYFS Statutory Framework and the Independent School Standards

Curriculum

- Lead curriculum development in areas such as phonics, handwriting, oracy and early numeracy
- Oversee the delivery of English, Maths, Science and Humanities in Pre-Prep, liaising with the relevant subject coordinators as and when required
- Oversee the delivery of the curriculum in Reception, ensuring that it is in line with and stretches the pupils beyond the Early Learning Goals in the 7 Areas of Learning
- Keep abreast of EYFS and Key Stage 1 curriculum development nationally and within the independent sector and take a strategic lead in identifying areas where change should be implemented

Assessment and Monitoring of Pupils' Academic Progress

- Design effective assessment for Reception, Years 1 and Year 2, including baseline, progress and phonics screening
- With the Reception teachers, analyse and make strategic decisions based on the data from the Reception Base Line Tests and tracking documentation
- Analyse and make strategic decisions based on the data from the assessments taken by pupils in Year 1 and Year 2
- Oversee reporting to Pre-Prep parents, through both written reports and parents' evenings
- Chair pupil progress meetings with Pre-Prep teachers
- Work closely with the SENDCO (Prep) to ensure effective early intervention and provision for pupils who need it
- Meet with parents to discuss pupil progress as and when it is required

Prep School Admissions

- Design, implement and run the 4+, 5+ and 6+ Assessment Day(s), training staff as appropriate
- Liaise with the Admissions Department over pupil recruitment events and activities
- Develop and maintain positive relationships with feeder nurseries

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RESPONSIBILITIES (Continued)

Teaching & Learning

- Quality Assure teaching and learning in the Pre-Prep by undertaking lesson observations, learning walks, work scrutiny etc.
- Work with the English Coordinator to oversee the delivery of the phonics curriculum and deliver phonics training to staff (both teachers and teaching assistants) as and when appropriate
- Teach a significantly reduced timetable

Training

- Remain up-to-date with all relevant training required for the successful execution of your responsibilities, particularly with developments in the EYFS
- Attend the IAPS Head of Pre-Prep Conference annually
- Deliver and/or source training for staff in relevant areas within your remit, particularly with regards to the EYFS

In addition to the above, the post holder will carry out any other professional duties as reasonably required by the Head of Prep.

The High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.



PERSON SPECIFICATION

STAHs is a vibrant school supported by a diverse and enthusiastic community of staff, pupils, parents and alumni. It is important that our staff reflect the diversity of our community, and we therefore welcome and encourage applications from people of all genders and sexual orientation, those from Black, Asian and other minority ethnic backgrounds, and those with disabilities.

The successful candidate will be required to fulfil all of the duties, as outlined in the job description. In addition to this, the candidate should possess the following competencies which are essential to this position:

QUALIFICATIONS & EXPERIENCE

- Qualified Teacher Status
- Experience as a successful middle leader (academic or pastoral) within a Key Stage 1 or Early Years setting
- Experience of building successful relationships with parents, pupils and staff
- Understanding of the independent school sector, and its opportunities and challenges

SKILLS

- Inspiring and collaborative leadership and/or management
- Ability to promote good working relationships across the school
- Excellent skills in verbal communication in public and private contexts
- Knowledge of the requirements for the Early Years Foundation Stage
- Strong organisational skills

PERSONAL QUALITIES

- A strong moral compass and personal ethos fitting with that of the School
- Ambitious for the pupils and the school
- High level of personal and professional integrity
- Resilience and emotional intelligence
- Warmth and approachability
- Proactive – ability to lead new initiatives
- Flexible – to accommodate changes in work priorities, using own initiative and prioritising effectively
- Reflective
- Understand and respect the principles of confidentiality
- High professional standards and expectations of yourself and pupils
- Ability to think creatively and demonstrate initiative, dealing calmly with different situations as they arise

PHILOSOPHY & ETHOS

- A commitment to safeguarding and promoting the welfare of children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children
- A commitment to the ethos and strategic direction of the School
- Strong support for the School's mission and values