



**EARLY YEARS CLASS TEACHER (RECEPTION)
FULL TIME
From: September 2018**

We are the Stephen Perse Foundation. Extraordinary things happen here every day.

The Stephen Perse Foundation is inspiring. It is a community in which everyone, both students and staff, achieves and makes a contribution every day.

For us, our examination results, brilliant as they are, are not an end in themselves. Instead, they are a small part of a much broader process and experience. That process is all about added value, something we offer and look for in staff as much as in students. It is something in which every journey both begins with and is built around the individual.

A global outlook, a focus on pedagogy, a ground-breaking commitment to digital learning and an emphasis on inspirational learning environments make us different. More than that, our policy of 'looking beyond' underpins education here. Co-curricular learning is integral to what we do, where opportunity and excellence are valued and encouraged.

Our community, led by the Principal, Miss Tricia Kelleher, is made up of a family of six different schools, each with its own Head, comprising 1,100 boys and girls aged 3 to 18, around 150 teaching staff and 145 support staff.

With an Exceptional ISI Inspection report in 2014 and Independent School of the Year 2014/5, we have much to be proud about.

However, we know that education in the twenty-first century is as much about looking forward as looking back. We have just completed a pioneering redevelopment plan, which includes a five-storey sports and learning centre in the heart of Cambridge. We have also admitted boys right through the Foundation, with a diamond formation for learning for both boys and girls in the Senior School. It's a twenty first century vision of single-sex education that we believe is right for the future.

Responsible to: Head of School

Location: Dame Bradbury's

About the Pre-Preps

There are three pre Prep Sites in the Foundation. One in the idyllic rural setting of Madingley and the other in Cambridge City centre and one in Saffron Walden. The post advertised is in our Saffron Walden school in the heart of the market town. Here you will find eight classes of Pre-Prep children aged rising three 3 to 7 years as well as nine classes of Key Stage 2 pupils. We are looking for someone to join this close knit team with small classes and teaching assistants in every class. We are ideally looking for someone with experience teaching in the Early Years who can join our Early Years team and bring new ideas and practice to our staff. Parental relationships are key to supporting learning so teachers are available from 0800 and Early Years children can come into Kindergarten Early Stay from 0800. As a staff of reflective practitioners we are always looking for ways to improve and develop our learning environments, lessons and pedagogy to make the best school for our learners. Do look at the person specification for further desirable qualities but if you like the sound of us then always apply as we are open to different strengths and happy to support professional development. Our website will also give you a great feel for who we are and what we believe in or come and visit us to see for yourself.



Your role as a Teacher:

At the Stephen Perse Foundation everyone is a learner. While our students enjoy the benefits of a creative, innovative learning environment, our teachers strive to inspire and engage through using a wide range of pedagogical approaches.

We want every teacher to offer the very best in teaching and learning to our students and this will inevitably, and perhaps even increasingly, involve the digital world.

As digitally-connected pioneers of technology in education we were one of the first Apple Distinguished Schools in the UK. We are iPad 1-to-1 from 11 to 18 and our Junior Schools and Pre-Preps have class sets. Our students use iPads as 'virtual satchels' and through technology we are unlocking new ways to learn, connect, collaborate and innovate.

You don't need to be a fluent or confident user of technology before you start working with us, but we will want you to have an agile and ambitious mind-set that is open to adopting new techniques.

Training and support is offered on a regular basis as part of formal and informal CPD and is focused on student learning.

Role Description

To promote effective learning, appropriate achievement and educational, social and personal progress of all pupils for Early Years pupils, consistent with the aims of the school and the unique needs of each individual.

Main responsibilities

Effective communication and engagement with children, young people and their families and carers.

- Provide clear and accurate reports of ages and stages of pupils and targets for improvement through the agreed schedule of annual reporting and parents evenings
- Establish constructive relationships with parents/carers, exchange information, facilitate their support for their child's attendance, access and learning and support home to school and community links
- Provide advice and guidance as required and appropriate
- Provide support and encouragement to children and young people

Child and young person development

- Fulfil all of the responsibilities and duties required by the Foundation's policies on teaching and learning
- Develop and maintain an up-to-date knowledge and understanding of the areas of teaching and pupil support for your class
- Plan work to meet the learning needs of allocated pupils in a consistent and effective way
- Use appropriate teaching and classroom management strategies to motivate pupils and enable each to progress
- Monitor the progress of each pupil in your class to set expectations and give constructive feedback
- Maintain appropriate records to demonstrate progress made by pupils
- Work within the Foundation's agreed discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Challenge and motivate pupils, promote and reinforce self-esteem

Safeguarding and promoting the welfare of the child

- Be responsible for promoting and safeguarding the welfare of children and young people in your



class and come into contact with

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security
- Be able to recognise when a child or young person is in danger or at risk of harm, and take action to protect them
- Have an awareness and basic knowledge where appropriate of the most recent legislation

Supporting transitions

- Provide all required documentation and evidence to ensure effective transitions between classes and schools
- Maintain appropriate records, both academic and medical, and inform management and administrative staff of any changes to circumstances
- Listen to concerns, recognise and take account of signs of change in attitudes and behaviour

Multi agency working (when required)

- Show an awareness and knowledge of the range of other agencies/professionals that are available to support the achievement and progress of pupils
- Establish constructive relationships and communicate with other agencies/ professionals to support pupil achievement and welfare
- Work in a team context - forging and sustaining relationships across agencies and respecting the contribution of others working with children, young people and families.

Sharing information

- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Use clear language to communicate information unambiguously to others including children, young people, their families and carers
- Liaise between managers, teaching staff and teaching assistants in the school.
- Attend staff meetings, open days (one Saturday per year) and training days
- Participate fully in professional development activities to develop practice further, sharing the learning from these as appropriate
- Make an active contribution to the policies and aspirations of the Foundation

Administration/Other

- Organise and manage an appropriate learning environment and resources
- Be responsible for the pastoral care of the class and maintain the attendance register accurately
- Fulfil all of the requirements and duties set out in the current pay and conditions documents relating to the conditions of employment of teachers
- Achieve any performance criteria or targets arising from the Foundation's performance management arrangements

Equalities

- Ensure services are delivered in accordance with the aims of the Equality Policy Statement
- Develop own and team member's understanding of equality issues

General responsibilities

- To build and maintain good working relationships with all Foundation colleagues
- To assist as necessary in other Foundation areas at peak times
- Work at all times towards the aims and goals of the Foundation and any individual objectives and targets you may have agreed
- Pro-actively identify areas for improvements within the Foundation



- Act in accordance with Data Protection principles at all times
- Adhere at all times to Foundation Operational and Employment policies and procedures
- Take responsibilities for own Health and Safety and that of your colleagues

This job description is not necessarily comprehensive and the position holder will be required to carry out such other duties as may be reasonably required within the general scope and level of the post.

Safeguarding and welfare of children

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with the School's Safeguarding and Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post, the role-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, s/he must report any concerns to the School's Designated Person or the Foundation's Designated Safeguarding Lead.

All employees of the Foundation adhere to the Safer Working Practices guidance and all teaching staff are required to adhere to the Teaching Standards which can be found on the Foundation website under Recruitment. <http://www.stephenperse.com/recruitment>

Terms and conditions

All appointments for the Stephen Perse Foundation are subject to satisfactory reference and DBS (Disclosure and Barring Service) checks, proof of identity and eligibility to work in the UK, completion of a medical questionnaire and proof of qualifications.

Salary guide

The Stephen Perse Foundation has its own competitive salary scale.

Benefits

- Contributory pension scheme
- Private health and dental plan subscriptions (pro rata for part time)
- A staff discount on School Fees of 25% (pro rata for part time) should staff have a child at any school within the Foundation
- Salary sacrifice childcare vouchers (no new joiners after March 2018)
- Salary sacrifice cycle to work scheme
- Lunch and refreshments provided
- Discount on train travel

Application process

Please apply directly through our online recruitment portal at www.stephenperse.com/recruitment

We are unable to accept CVs as a method of application.

The closing date for applications is **noon** on Monday 19 March 2018, interviews will be within the same week.

Invitation for interview and recruitment arrangements

The School has a statutory duty to apply for DBS clearance and shall ask the successful candidate to complete the online form which must be cleared before the applicant can commence work. Such checks may take up to 8 weeks to complete.



If called for interview, you will be required to bring with you:

RIGHT TO WORK:

- **PASSPORT. IF YOU DO NOT HOLD A EU PASSPORT, PLEASE BRING YOUR OFFICIAL PAPERWORK WHICH SHOWS YOUR NATIONAL INSURANCE NUMBER**

DBS CHECK:

- **PASSPORT OR DRIVING LICENCE**
- **FULL BIRTH CERTIFICATE**
- **UTILITY BILL (NOT A MOBILE PHONE BILL), COUNCIL TAX BILL OR BANK STATEMENT, DATED WITHIN THE LAST THREE MONTHS, STATING YOUR NAME AND ADDRESS.**

QUALIFICATIONS:

- **ANY PROFESSIONAL QUALIFICATION CERTIFICATES RELEVANT TO THE ROLE**

A MINIMUM OF THREE DOCUMENTS MUST BE BROUGHT IN, ONE OF WHICH MUST BE PHOTOGRAPHIC ID

References may be taken up before interview.

Data protection statement

The Stephen Perse Foundation adheres to the Data Protection Act 1998. In order for us to process your application for employment, we capture information about you. This may include your physical and mental health, and any criminal convictions you may have. All information will be kept confidential. We will only use it to process your application for employment. Your criminal record is used to enable us to discharge our legal obligations as a School. We destroy this information once we have obtained it, and simply log the fact that we have seen it. Your physical and mental health details enable us to assess that you will be able to fulfil the demands of the job. Should your application be unsuccessful we will delete all your information from our systems and dispose of it in a secure manner, unless you request that we retain it.



Person Specification EARLY YEARS RECEPTION TEACHER

	Essential	Desirable
Qualifications	<p>Academic credentials (QTS or equivalent) – Specific to Early Years</p> <p>Evidence of recent relevant training</p>	<p>Paediatric First Aid</p>
Knowledge & Experience	<p>Experience and passion for EYFS</p> <p>Able to demonstrate outstanding teaching of young children</p> <p>Able to demonstrate enthusiasm, energy and creativity in their teaching</p> <p>Able to demonstrate flexibility in their classroom practice</p> <p>Experience teaching phonics</p> <p>Confident using technology in their classroom practice (see footnote)</p> <p>Dedicated to inspiring children</p> <p>Committed to pupils attaining the highest possible levels of achievement</p> <p>Able to manage support staff and work in a team</p> <p>Able to demonstrate active involvement in all aspects of school life</p>	<p>Reception class teacher experience</p> <p>Enthusiasm to teach outdoors</p> <p>Interest in Forest School</p> <p>Familiarity with using iPads</p> <p>Experience of cross curricular planning</p> <p>Experience of leading off site trips or taking learning beyond the classroom</p> <p>Commitment to continuous provision</p> <p>Experience of assessing using Ages and Stages</p> <p>Knowledge of Tapestry</p> <p>Ability to co-ordinate a subject</p>
Skills & Aptitudes	<p>A good communicator with adults and children</p> <p>Able to work harmoniously and effectively with the Principal, Junior School and Pre-Prep colleagues, Parents and members of the community</p> <p>Able to think outside the box</p> <p>Committed to own professional development</p>	<p>Ability to support other staff in leading Continued Professional Development sessions using expertise</p> <p>Engagement with social media for professional purposes</p>



	Excellent ICT skills	
Personal Qualities	Professionalism and integrity Sensitivity Commitment to the ethos of the school Dedication, enthusiasm and energy Sense of humour	