

ST TERESA'S EFFINGHAM

BOARDING & DAY SCHOOL FOR GIRLS FROM NURSERY TO SIXTH FORM

Appointment of Early Years Teacher/Practitioner

September 2018



The School

History and Ethos

St Teresa's is a flourishing Catholic independent school for girls from 3-18 years (with boys in our Pre-Reception class), founded in 1928 by the Sisters of Religious Instruction. In 2002, the ownership of the school was transferred to St Teresa's Effingham Trust, a company limited by guarantee.

St Teresa's offers a strong, caring community based on its Catholic traditions, and remains an inclusive environment that welcomes pupils from all backgrounds. Our core values knit the school together, resulting in an atmosphere of mutual support, vibrancy and kindness.

St Teresa's Values:

- Faith
- Character
- Community
- Compassion
- Intellect

Location

St Teresa's occupies a beautifully secluded campus of approximately 55 acres, providing security, privacy and tranquility in a safe and green environment. Set in the Surrey Hills, this region has official AONB status ('Area of Outstanding Natural Beauty'), making it a wonderful place to work, learn and study. There is easy access to London by road or rail; both Gatwick and Heathrow are within 45 minutes drive.

The extensive school grounds include large areas of playing fields and further grassland, whilst a variety of interesting architectural and sculptural features complement the main buildings at the heart of the campus. Forest School sessions take place weekly for our Pre-Prep and Lower Prep children in our stunning woodland area.



The School

St Teresa's Preparatory School is situated on-site with the Senior School under the leadership of its own Head. There are approximately 200 pupils on role with one form entry from Pre-Reception to Year 2, increasing to two form entry in Year 3 through to Year 6. The Pre-Prep Department is housed in a purpose built early years facility complete with its own garden and covered soft-surfaced terrace to enable outside learning throughout the year.

The Preparatory School provides a rich and stimulating curriculum, aiming for academic excellence at all times. Our children benefit from small class sizes of around (18 to 20 pupils) as well as specialist teaching in a number of different subjects. The school gained an outstanding ISI report in

2017. St Teresa's Preparatory School is a member of the Independent Association of Preparatory Schools (IAPS), the Girls' Schools Association (GSA), Catholic Independent Schools' Conference (CISC), the Boarding Schools' Association (BSA) and the Independent Schools Council (ISC).

Facilities

The school benefits from its own large, spacious hall; well equipped library; music room; drama studios; all-weather surfaces for netball, hockey and tennis; a heated 25metre swimming pool; an Equestrian Centre; a Tennis Academy; a 3.5 million pound Performing Arts Centre and a refurbished sports hall.

Job Description – Early Years Teacher/Practitioner

1. Purpose of Job

- 1.1 To work in partnership with the Headteacher, sharing in the implementation of the Headteacher's vision for the development of the school
- 1.2 To work with the Head of Pre-Prep to ensure that the teaching/learning environment in the Pre-Prep Department meets all early years regulations
- 1.3 To work with the Head of Pre-Prep to ensure the achievement of the highest possible educational standards across the Foundation Stage
- 1.4 To have responsibility for the education and welfare of the Pre-Reception class
- 1.5 To be supportive of the Catholic ethos of the school

2. Class Teacher Duties and Responsibilities

- 2.1 To plan work in accordance with school and Diocesan policies and in co-operation with the Headteacher and Subject Leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum
- 2.2 To teach all areas of the curriculum as required by the school, motivating pupils with enthusiastic and imaginative presentation
- 2.3 To ensure children's work is regularly marked, giving constructive feedback and sharing next-step targets
- 2.4 To ensure a close match between the learning experiences offered and the individual needs of the children in the class, so that each child is appropriately challenged and achieves to the maximum of her capability
- 2.5 To support the identification of, and make appropriate educational provision for, children with Special Educational Needs, those who have English as an Additional Language, those who are Able, Gifted and Talented and those with any other individual needs, with support from the Subject Leaders, Head of Learning Development and outside agencies.
- 2.6 To take full account of up-to-date educational theory and practice with particular regard to Assessment for Learning and the use of Formative Assessment in line with the school's Teaching and Learning Policy
- 2.7 To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation and discipline
- 2.8 To ensure that the majority of the children's work is closely linked to first-hand practical experience
- 2.9 To provide children with opportunities to manage their own learning and become independent learners
- 2.10 To foster each child's self-image and esteem and establish relationships which are based on mutual respect
- 2.11 To maintain a high standard of display both in the classroom and in other areas of the school
- 2.12 To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning
- 2.13 To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work
- 2.14 To assess children's progress, maintain records and provide written reports to parents in accordance with school policies
- 2.15 To ensure regular observations and assessments are made and that Tapestry is used effectively in tracking progress and keeping parents updated on their child's progress

- 2.16 To communicate and consult with parents and with outside agencies, as necessary, about children's progress and attainment
- 2.17 To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice
- 2.18 To carry out a share of supervisory duties in accordance with published schedules
- 2.19 To provide internal cover when required
- 2.20 To liaise with support staff both school-based and from other external bodies as required
- 2.21 To take responsibility for the management of other adults in the classroom
- 2.22 To take up the opportunity for Continuous Professional Development through self-directed reading, courses and in-service training
- 2.23 To undertake any other reasonable and relevant duties in accordance with the changing needs of the school
- 2.24 To attend and lead assemblies and collective worship
- 2.25 To attend staff meetings and school functions as appropriate, including events and activities that may run during the evening or at the weekend

3. Early Years Duties and Responsibilities

- 3.1 To review policies and practice in Early Years at regular intervals and keep up to date with developments
- 3.2 To liaise with the Head of Pre-Prep to ensure continuity and progression across the Foundation Stage
- 3.3 To be aware of EYFS regulations and ISI expectations so that Pre-Prep meets statutory requirements and is well prepared for inspections
- 3.4 To work with the Head of Pre-Prep in completing the EYFS SEF and any other necessary EYFS documentation
- 3.5 To ensure a smooth transition for pupils moving from Pre-Reception to Reception
- 3.6 To help market the school to ensure healthy pupil numbers

4. Resources

- 4.1 To control expenditure related to Pre-Reception
- 4.2 To be responsible for the management and security of resources
- 4.3 To ensure adequate resources are available for the effective delivery of all aspects of the EYFS curriculum
- 4.4 To take stock of equipment and oversee the care and safety of all resources within Pre-Prep

To undertake whatever else may reasonably be requested by the Headteacher in support of the aims of the school.

Job descriptions are subject to review by SLT and may change from time to time.

Person Specification – Early Years Teacher/Practitioner

1. Catholicity

It is essential that applicants should:

- 1.1 Understand and be committed to the aims of a Catholic independent school
- 1.2 Be supportive of the Catholic ethos

2. Teaching Ability, Experience and Curriculum Understanding

The successful candidate will be:

- 2.1 A qualified teacher or Early Years Practitioner (degree and/or EYPS)
- 2.2 An excellent, creative classroom practitioner
- 2.3 Committed to achieving the highest possible standards
- 2.4 A competent user of information and communication technology

The successful candidate will have:

- 2.5 Evidence of the management of his/her own continuing professional development
- 2.6 A clear understanding of the National Curriculum, assessment and modern teaching techniques
- 2.7 An appreciation of the need to prepare pupils for Entrance Examinations
- 2.8 High expectations of pupils and teachers
- 2.9 Clear and balanced views about pastoral care and discipline
- 2.10 Understanding of child development and ability to recognise and respond to individual pupil needs

3. Skills and Attributes

The successful candidate will have:

- 3.1 Ability to relate effectively to early years pupils
- 3.2 Ability to work as part of a team
- 3.3 Ability to communicate effectively both orally and in writing with a wide range of audiences
- 3.4 Excellent ICT skills
- 3.5 An understanding of issues regarding Health and Safety across the whole school and the whole school community

4. Personal Qualities

The successful candidate will be:

- 4.1 Passionate about inspiring children to learn
- 4.2 Enthusiastic
- 4.3 Dedicated
- 4.4 Adaptable
- 4.5 Committed to promoting equal opportunities.

The successful candidate will have:

- 4.6 Common sense and initiative
- 4.7 A positive disposition!

The Appointment

The remuneration paid to the person appointed will be commensurate with the experience and qualities of that person. The successful candidate will be eligible for fee discounts for any daughters attending the school. Staff also benefit from freshly cooked, high quality, lunches and refreshments during the day. The post will be offered subject to the confirmation of qualifications, satisfactory references, a satisfactory medical examination, prohibition orders check and enhanced disclosure check through the CRB. The general terms of the appointment will be subject to contract (approved by AGBIS and APS).

Applications and Appointment Procedure

- Closing Date: Monday 29th January 2018
- Interview Date: Week Commencing Monday 5th February 2018
- An application form is enclosed

Further information including examination results and the Independent Schools' Inspection Reports can be found on the School's website www.st-teresas.com

Letters of application, of no more than two typed A4 pages, should be submitted indicating your suitability for the post and your motivation for submitting the application. All candidates are asked in addition to complete and return the enclosed application form which accompanies these details.

Applications should be sent to:

Mrs Katherine Jones
PA to the Headmistress
St Teresa's
Effingham
Surrey
RH5 6ST

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Email: k.jones@st-teresas.com
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