

# **PRE-RECEPTION TEACHER (CPS) JOB DESCRIPTION**

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## Overview

The Pre-Reception Teacher will provide a nurturing, safe, and stimulating environment for children aged 3-4 years, fostering their development in line with the Early Years Foundation Stage (EYFS) framework. This role emphasises life skills, independence, nutrition, and oral care, alongside a strong focus on early learning and social-emotional growth. The teacher will also encourage the development of skills, including communication, collaboration, creativity, and critical thinking, by planning and implementing engaging, play-based activities. The teacher will collaborate with support staff, engage with parents, and ensure the well-being and holistic development of young learners.

**Location:** Claremont Prep School

**Line Manager:**

## Pre-Reception Teacher - Key Responsibilities

### 1. Teaching & Learning Environment:

- Create a warm, welcoming, and secure classroom environment that promotes curiosity, exploration, and open communication.
- Deliver age-appropriate, play-based lessons and activities in line with the EYFS framework, encouraging collaborative learning experiences.
- Foster creativity and critical thinking through hands-on learning activities and problem-solving challenges.
- Incorporate outdoor learning to connect children with nature, their community, and build teamwork through group tasks.

### 2. Child Development & Life Skills:

- Focus on fostering life skills such as self-care, hygiene, dressing, and table manners while encouraging communication in everyday tasks.
- Develop children's independence, confidence, and social skills, with an emphasis on collaboration and sharing through structured group activities.
- Promote healthy eating habits, oral hygiene, and environmental awareness through engaging, interactive lessons.

### 3. Assessment & Documentation:

- Observe and assess children's progress in physical, emotional, cognitive, and social domain development with a focus on their ability to communicate and collaborate.
- Maintain detailed records of each child's developmental milestones and learning progress.
- Regularly update parents through progress reports, meetings, and conferences.
- Use digital platforms like Google Drive and Class DoJo for storing and managing documentation, fostering creativity in digital learning.

### 4. Collaborative Practices:

- Work closely with Teaching Assistants and support staff to provide individualised attention and ensure inclusive practices that promote collaboration.
- Collaborate with other teachers, and specialists to create an inclusive, creative, and critical-thinking environment.
- Actively participate in team meetings, professional development sessions, and school-wide events to refine teaching strategies.

## 5. Parent and Community Engagement:

- Regularly communicate with parents to discuss children's progress, achievements, and the development of their communication skills.
- Organise and participate in parent-teacher meetings, workshops, and school events, fostering community collaboration and involvement.

## 6. Additional Duties:

- Follow Claremont School policies on safeguarding, health and safety, and child protection.
- Assist in classroom preparation and organising resources and materials.
- Participate in extracurricular activities, school trips, and special events to further develop students' communication, creativity, and collaborative skills.

## ISP Principles

At ISP, we put learners and learning first.

1. **Begin with our children and students.** Our children and students are at the heart of what we do. Simply, their success is our success. Wellbeing and safety are both essential for learners and learning. Therefore, we are consistent in identifying potential safeguarding issues and acting and following up on all concerns appropriately.
2. **Treat everyone with care and respect.** We look after one another, embrace similarities and differences and promote the well-being of self and others.
3. **Operate effectively.** We focus relentlessly on the things that are most important and will make the most difference. We apply school policies and procedures and embody the shared ideas of our community.
4. **Learn continuously.** Getting better is what drives us. We positively engage with personal and professional development and school improvement.

## ISP Teacher Role Profile - Key competencies

1. **Atmosphere.** You enable students to learn in a safe, open, caring, collaborative and inclusive atmosphere. Your students feel confident to have open and honest conversations about their learning and how they can get better. You create a positive atmosphere by building relationships, behaviors, and inclusive learning experiences that support a good struggle for *all* your learners. You engage in professional and respectful dialogue with colleagues and the wider school and ISP communities about learning and teaching, with a shared commitment to getting better.
2. **Shared Ideas.** You know and model your school's values and contribute to its mission and vision through your daily actions. Through all aspects of learning and teaching, you create a strong sense of shared behaviors and purpose for learners and their learning.
3. **A Focus on Learners and Learning.** You put learners and their learning first. Your understanding of the difference between learning and the factors that affect learning enables you to plan and support a good struggle for *all* your students to get better. You are committed to your personal and professional learning and development, engaging in a series of learning visits and inquiries with colleagues and leaders to support your ongoing self-evaluation. You are an active and valued member of dynamic learning communities,

4. **Learning and Teaching.** You put learners and their learning first in your design and facilitation of learning outcomes, content and experiences, which are underpinned by positive and supportive relationships. You understand the types and phases of learning and apply your knowledge, skills and understanding of these to effectively facilitate learning, teaching, and assessing to meet the personalised needs of each student. You empower students to lead their own learning, supporting them to monitor, assess and adjust their learning in response to feedback. You continuously inquire into the process of learning, making evidence-informed decisions and taking action to further improve learning and teaching.
5. **Evidence of Learning.** You gather, document and analyse evidence of learning from various sources and use this to identify targets and action steps for improving learning. You support students in knowing the different ways their learning can be evidenced and how to use feedback and learning advice to get better. Evidence enables you to make secure judgments about your students' learning in line with their personal learning goals, age and stage appropriate expectations, and local, national and international benchmarking. You document and share evidence of learning to answer the questions: "What are my students learning?" and "How do I know?".
6. **Leadership for Learning.** You see yourself as a leader for learning and demonstrate the same vision, values and commitment as school leaders to support students to continuously learn and get better. You take responsibility for where students are now with their learning and the targets and action steps needed to improve. You support students to become leaders of their own learning by helping them develop their voice, choice and ownership of their learning process.
7. **Learning Spaces.** You create and use spaces to support and demonstrate the school's shared ideas about learners and learning and the ways in which students are getting better. You ensure learning spaces (physical and digital) are safe, collaborative, accessible and inclusive, and enable students to play an active role in their development.
8. **In Partnership with Parents and Carers.** You work in partnership with parents and carers, communicating with them regularly about their child's learning, inviting their feedback and using this feedback to improve learning. You help parents and carers understand the school's shared ideas about learners and learning in ways that help them to engage confidently when talking about what their child is getting better at, what their next steps are, and how they will be supported at home. You ensure that the individual needs of parents and carers are understood and that they feel informed and involved as valued members of the school's learning community.
9. **Improvement Planning.** You are committed to learning and getting better and ensure this improvement happens strategically and effectively. You are active and accountable for your contribution in setting your own professional goals, targets and action steps that focus on improving learning and gathering evidence to demonstrate these. You contribute to department and school learning improvement planning where possible and view the school's learning improvement plan as the central focus for getting better together.

## Skills, Qualifications and Experience

- Bachelor's degree in Early Childhood Education or a related field
- Strong understanding of the EYFS framework and early childhood development
- Exceptional communication, patience and interpersonal skills
- Strong technical knowledge and proactive approach towards continuing professional development
- Works well as part of a team
- Organisation skills: well organised and able to prioritise tasks
- A flexible, "can do" attitude

## Benefits

- A varied role, within a fast-paced environment
- A supportive and friendly team
- Competitive salary scale
- Remission of fees in line with the School fees discount policy
- Free dining and refreshments during term time
- Free on-site parking
- A walk away from Bodiam Castle
- Employee Assistance Programme – a 24-hour individual assistance programme
- Company Pension
- Access to iSP Learning Hub – an online professional development platform with hundreds of courses to widen your knowledge and support career growth
- Part of the ISP group of schools, with opportunities for international career development and international learning opportunities

## Safeguarding & Safer Recruitment

Claremont School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All post holders are subject to appropriate vetting procedures and satisfactory Criminal Background Checks or equivalent covering the previous 10 years employment history.

## About Claremont

Claremont School is an independent day and boarding school. The Nursery and the Prep School are based in St Leonards on Sea, and the Senior School is located in Bodiam, East Sussex. The school is nonselective and welcomes children and young people from a large catchment area spanning 25 miles. In addition, one third of the students in the Senior School are international boarders.

Children join Claremont aged 1, and the school offers a British curriculum throughout with GCSEs and iGCSEs at KS4, and A Level and Btecs at KS5. In addition, the school delivers outstanding programmes in Performing Arts (winning an award for outstanding School for Performing Arts in 2021) and in football where students can join the Football academy and look to become professional players.

Results and Value-Added at Claremont are outstanding, with Senior School results beating national averages year on year, as well as more local independent selective schools. We believe that successful schools are the ones that put learning at the heart of everything they do, always aiming to create rounded individuals that can forge successful careers and lives, in a rapidly changing world.

Claremont aims to be the "School of Choice" for the local area and supports its young people to excel in all that they do in a safe and inspiring environment.

Claremont School is also part of the International Schools Partnership (ISP) group, comprising committed colleagues in financially responsible schools around the world, where learning is at the heart of everything we do for our students, colleagues, and parents. We are committed to getting better, all the time.

ISP was founded by an experienced team of committed educationalists and operators who have worked together over many years. ISP's growing group of private schools are located in the UK, the USA, Canada, Spain, Italy, Switzerland, Costa Rica, the United Arab Emirates, Qatar, Malaysia, Mexico, Chile, Colombia, Ecuador and Peru, educating children and students from 2–18 years of age. ISP has expanded to 92 schools that employ over 8,000 staff and deliver multiple curricula to over 56,000 students located across the globe.

### **ISP Commitment to Diversity, Equity, Inclusion, and Belonging**

ISP is committed to strengthening our inclusive culture by identifying, hiring, developing, and retaining high-performing teammates regardless of gender, ethnicity, sexual orientation and gender expression, age, disability status, neurodivergence, socio-economic background or other demographic characteristics. Candidates who share our vision and principles and are interested in contributing to the success of ISP through this role are strongly encouraged to apply.