

# Applicant Information



St  
Augustine's  
Priory

Nursery  
Teacher



# St Augustine's Priory Nursery Teacher

## Mission Statement

We are an all-through, inclusive Catholic girls' school, with boys in the nursery, committed to preparing girls for life long effectiveness and success. As part of their journey girls will learn of intellectual risk taking and emotional strength, reflection and self-knowledge, persuasiveness and team building as well as a cultural curiosity for an enriched enjoyment of life.

In our stunning 13 acres of grounds, girls have a physical freedom unique in central London. We aim to instil in them the emotional freedom to grow intellectually and spiritually and to understand the truth about themselves, others and our complex world. We will give them the courage to be ambitious and compassionate and we will provide a secure, happy and nurturing community in which to explore all of the above.

To this end we seek, develop and retain the best teachers who value well -being and the individual progress of each girl as much as they are relentless in their pursuit of academic excellence. Their goal is life-long success for each girl and they set the pace of energy and dynamism within which the girls flourish.

---

Dear Applicant

Thank you for the interest you have shown in the post of Nursery Teacher at St Augustine's Priory.

## Contents

1. The Job Description for Nursery Teacher
2. The Person Specification for Nursery Teacher

There is also a separate application form for applicants to complete.

If you have any further queries, please do not hesitate to contact the School. You are also warmly invited to arrange a preliminary visit to the School. Please telephone to arrange a convenient time.

I look forward to receiving your application.

Yours faithfully,

Miss E Keane  
Head of Prep and Pre-Preps

## Letter from Headteacher

Dear Applicant

Thank you for the interest you have shown in the post of Nursery Teacher at St Augustine's Priory and welcome to our inspirational school which is at a very exciting stage of its development. Our mission is to deliver excellence in all aspects of this unique school - we do this through nurturing and empowering our passionate staff, by hiring exceptional talent, by fostering a culture of ideas, energy and possibilities and by a relentless focus on developing each girl to the best of her ability and be equipped for life.

St Augustine's Priory is a Catholic, independent day school for girls aged 3-18 with boys in the Nursery. We are an all-through school and it is an enormous benefit to girls and parents that pupils who join us in the Junior School are able to move seamlessly up with us through to the Sixth Form years. As a Catholic school we hold the care of the whole person as central to what we do.

The school is set in 13 acres of beautiful grounds with magnificent views. We are currently in the midst of a three phased building development programme. Here girls have the physical, mental and emotional space to grow intellectually in an environment which both supports and provides plenty of challenges. Our results are excellent and we pride ourselves on instilling in girls a love of learning. We are committed to preparing girls for life-long effectiveness and to developing the range of skills they require to achieve long-term happiness and success.

We have been in Ealing for over one hundred years and we represent a wonderful continuity of expertise in educating women of the future. Our founders were exceptional, visionary women who strove relentlessly to offer girls the best education possible; we continue in this tradition. Our girls are dynamic, ambitious and a pleasure to teach. Our staff room is happy, welcoming and supportive of the excellent contribution all our staff members make to all aspects of our busy school life. We offer a broad and varied curriculum with rich opportunities for personal development and training.

We invite you to consider joining us on an exciting journey.

Mrs S. Raffray MA NPQH



Headteacher

# St Augustine's Priory

## Job Description: Nursery Teacher

### Salary:

The post-holder will be paid on the appropriate point of the St Augustine's Grading Scale. The School has its own pay scale.

### Line of Responsibility:

The Nursery Teacher is directly responsible to the Head of Preps and Pre-Preps.

### Performance Management and Professional Development

The Nursery Teacher will be part of the School's Performance Management Scheme. S/he will have an appraiser who will set agreed targets and monitor professional development.

### Conditions of Employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post-holder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body.

The post-holder must uphold the School's Policy in respect of all matters related to safeguarding and Child Protection. The post holder may be required to perform any other reasonable tasks, after consultation. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

## JOB DESCRIPTION FOR NURSERY TEACHER

Reports to: Head of Preps and Pre-Preps

### Key Responsibilities:

- to support practice across the Early Years Foundation Stage (EYFS)
- to support and mentor other practitioners in the skills and behaviours that safeguard and promote good outcomes for children; ensure all children in your care receive a rich and stimulating play experience and are kept safe whilst meeting the requirements of regulatory bodies and ensuring school EYFS policies and procedures are followed
- to work closely with the Head of Preps and Pre-Preps to ensure the effective daily management of the Nursery
- to act as named Deputy Manager of EYFS in the absence of the Head of Preps and Pre-Preps
- to work with the Head of Preps and Pre-Preps and other Early Years Professionals in the group to ensure EYFS is being delivered to a consistently high standard
- to be capable of using initiative, sometimes working to strict deadlines, whilst maintaining a high level of confidentiality and discretion at all times.

## Main Activities – Support for Pupils

### Academic

- to be accountable for the delivery of high quality provision within the setting
- to be an agent of change, actively seeking to improve outcomes for children across the setting
- to establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn
- to encourage practitioners to have high expectations of all children and to demonstrate commitment to ensuring that they can achieve their full potential
- to provide a high standard of physical, emotional, social and intellectual care
- to support the process of effective assessment, recording and reporting on progress in children's development and learning and use this as a basis for differentiating provision
- to promote the use of informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision
- to lead planning for the EYFS and ensure rich and diverse outdoor play experiences are offered
- to plan and provide safe, appropriate, child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn
- to provide feedback to parents on children's development and progress orally and in written formats
- to promote the development of good practice with regard to special needs and inclusion
- to support children with learning, communication, behavioural or developmental difficulties under the instruction and guidance of EYFS SENCO/ Head of Preps and Pre-Preps
- to develop and maintain professional working relationships with advisory teachers, health professionals and other outside agencies as appropriate
- to ensure the effective implementation of key person procedures within the Nursery and be a key person carrying out all related responsibilities in building relationships with children and their families
- to select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion
- to actively support the development of children's language and communication skills
- to supervise the activities of groups or individual children in the Nursery learning environment (indoor and outdoor)
- to encourage all practitioners to understand sustained shared thinking by listening and talking to children, giving constructive and sensitive feedback to help children understand what they have achieved and think about what they can do next
- to encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views
- to design and produce displays that support children's learning and development.

## Pastoral

- to ensure that children are kept safe and demonstrate a good understanding of Child protection and Safeguarding procedures
- to promote and facilitate partnership with parents/carers and other family members
- to ensure that the induction process for new children is effective and adapted to suit the child and the parents
- to ensure the smooth transition of the children to Prep One (and boys to other settings) in accordance with the school's policy
- to ensure that the nutritional needs of the children are met and Food Safety Regulations are complied with
- to assist pupils with personal hygiene routines, including toilet training, change of incontinent or sick children, dressing/undressing in accordance with school EYFS Personal Care Policy
- to promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills in accordance with school EYFS Behaviour Policy
- to promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting
- to maintain a positive and proactive culture amongst practitioners in being able to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, ensuring staff know when to refer them to colleagues for specialist support

## Main Activities – Support for Nursery Staff

- to be able to work as part of a team and to contribute to the overall ethos of the EYFS team and of the school
- to be part of the school's Performance Management process
- to lead the Nursery practitioners in the delivery of the EYFS Curriculum
- to support the manager and staff during regulatory inspections and to assist in the implementation of any recommendations and action plans
- to be reflective about own role to ensure that the process of self-improvement is continuous and enhances performance
- to ensure all staff demonstrate the positive values, attitudes and behaviour which the Nursery expects from the children
- to act as a role model to other staff, demonstrating good practice and motivating and inspiring the staff team
- to support and mentor staff and students
- to work with other team members to ensure a consistent approach to good practice
- be responsible for participating in all self-development activities including appraisals, supervisions and observations
- to ensure time is used effectively, demonstrate good time management prioritising for self and others

- to support and motivate all staff to ensure they feel included, responsible, optimising their performance to engage in an effective staff team
- to assist in maintaining the nursery buildings, resources and equipment to a high standard reporting maintenance or cleaning issues appropriately and promptly
- to undertake other duties as reasonably requested by line management
- to undertake certain domestic jobs within the Nursery, e.g. preparation of snack meals, cleansing of equipment and other such duties and responsibilities of an equivalent nature as may be determined from time to time by the Head of Preps and Pre-Preps
- to support the use of ICT in learning activities and to develop children's competence and independence in its use
- to participate in training and CPD as required in order to remain abreast of current developments in childcare and education policy and practice
- to be aware of and comply with all EYFS and relevant school policies including Safeguarding and Child Protection Policy, EYFS Policy, EYFS Missing Child Policy, EYFS Uncollected Child Policy, EYFS Personal Care Policy
- to attend and participate in relevant meetings as required
- to attend and comply with school induction procedures

NOTE: The Job Description is to provide a clear and concise statement of the MAJOR TASKS and ACTIVITIES of the post. It is not intended as an exhaustive list of every aspect of the post holder's duties.

## Person Specification Nursery Teacher

We are looking to appoint committed, enthusiastic individuals who are able to work well as a member of a team. The ideal candidate will be flexible and willing to learn new skills. They will have a genuine interest in education in the Early Years and be skilled in enabling children to fully achieve their potential for learning and development. The table below identifies the essential and desirable qualities we seek.

| Person Specification                                                                                                                                                                                                                                    |                        |                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------------|
| Applicants should:                                                                                                                                                                                                                                      | Essential or Desirable | Means of assessment              |
| Hold a recognised qualification (QTS or equivalent Level 6 or above)                                                                                                                                                                                    | Essential              | Application Form<br>Certificates |
| Have experience of working with children aged 3-5 years                                                                                                                                                                                                 | Essential              | Application Form<br>References   |
| Have excellent knowledge and experience of the EYFS Curriculum and Welfare Requirements                                                                                                                                                                 | Essential              | Interview<br>References          |
| Be able to support in the delivery of the EYFS Curriculum and to support children in their learning and development                                                                                                                                     | Essential              | Supporting Letter<br>Interview   |
| Be supportive of the Catholic Ethos of the school                                                                                                                                                                                                       | Essential              | Supporting Letter<br>Interview   |
| Proven record of excellence in supporting learning and development in the EYFS                                                                                                                                                                          | Essential              | Interview<br>References          |
| Excellent numeracy and literacy skills                                                                                                                                                                                                                  | Essential              | Application Form<br>Certificates |
| Be a Paediatric First Aider (or be prepared to undergo training)                                                                                                                                                                                        | Essential              | Certificates                     |
| Be a trained in the Administration of Medicines and Emergency Medicines (or be prepared to undergo training)                                                                                                                                            | Essential              | Certificates                     |
| Be committed to own professional development                                                                                                                                                                                                            | Desirable              | Application Form<br>Certificates |
| Have experience and good understanding of assessment, monitoring and recording children's progress and achievements                                                                                                                                     | Essential              | Supporting Letter<br>Interview   |
| Be able to motivate and nurture pupils of varying abilities – knowing pupils as individuals, treat them as a whole person, foster co-operative and social skills, foster self-discipline, use appropriate rewards and sanctions to increase motivation  | Essential              | Interview                        |
| Have a sound understanding of safeguarding, able to recognize signs of abuse and a readiness to report concerns appropriately                                                                                                                           | Essential              | Interview                        |
| Be able to assist children in personal care if it should be necessary                                                                                                                                                                                   | Essential              | Interview                        |
| Have an understanding of Individual Education Plans and of Special Educational Needs and Disabilities                                                                                                                                                   | Essential              | Interview                        |
| Be able to work as part of a team –working collaboratively with others, acting on advice, sharing good practice with others, being pro-active                                                                                                           | Essential              | Interview                        |
| Have firm and fair disciplinary skills – creating and maintaining a purposeful, orderly and safe learning environment, maintaining consistent rules and understandings about behaviour, offering appropriate rewards and sanctions to foster motivation | Essential              | Interview                        |
| Be able to communicate effectively (orally and in writing) with professionals in school and outside of school                                                                                                                                           | Essential              | Interview<br>Supporting Letter   |
| Be able to form positive, professional relationships with children, parents and colleagues                                                                                                                                                              | Essential              | Interview<br>References          |
| Have good ICT skills, written and spoken English                                                                                                                                                                                                        | Essential              | Supporting Letter<br>Interview   |
| Excellent record of attendance and punctuality                                                                                                                                                                                                          | Essential              | References                       |



## The Application and Selection Process

- Applicants should complete an application form in full and write a letter in support of their application paying particular attention to the Job Description and Person Specification.
- The completed application form and supporting letter should be emailed to the School [HR@sapriory.com](mailto:HR@sapriory.com) or posted to Mrs S Raffray to arrive no later than **mid-day on Monday 22<sup>nd</sup> May 2017**.
- Shortlisted applicants will be contacted by email on Monday 22<sup>nd</sup> May to invite them to interview and it is anticipated that the interviews will be held **on Wednesday 24<sup>th</sup> May 2017**.
- On the day of the interviews all applicants will be offered a tour of the School and grounds, and be asked to complete a range of tasks, after which there will be a formal interview before the appointments panel.
- On the day of the interview all applicants should bring with them proof of identity and address as indicated on the application form and any relevant degree certificates.
- Following the interview the successful applicant will be invited to accept the post by telephone, but only once a contract has been signed will unsuccessful applicants be informed. All applicants should be aware that this is a normal part of our selection procedure and should make no assumptions based on a short delay.