



St Augustine's
PRIORY

CATHOLIC INDEPENDENT SCHOOL FOR GIRLS AGED 3-18

'Our Girls Will Change the World'



Early Years Teacher Applicant Information

'The quality of pupils' academic and other achievements is excellent'

ISI Inspection Report - November 2021



Contents

Letter from Headteacher	1
Reception.....	Error! Bookmark not defined.
Job Description: EYFS Teacher.....	4
Person Specification: EYFS Teacher	9
Employee Benefits.....	11
The Application and Selection Process	12

Letter from Headteacher

Dear Applicant,

Thank you for the interest you have shown in the post of EYFS Teacher at St Augustine's Priory and welcome to our inspirational school! Our priorities are to deliver excellence in all aspects of school life and for each of our pupils to live out our mission of "our girls will change the world."

The position of EYFS Teacher is an exciting opportunity to work in an established Preparatory department bringing new ideas for all the students in our school.

St Augustine's Priory is a leading Catholic, independent day school for girls aged 3-18 (with boys in the Nursery). The four parts of the school (Pre-Preps, Preps, Seniors and Sixth Form) are located on the same site. We are an all-through school, and it is an enormous benefit to girls and parents that pupils who join us in the Prep 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.

In November 2024, we were inspected by the Independent Schools Inspectorate (ISI) in which all the standards were met in both Educational Quality and Personal Development, and we were shown to be committed to the highest standards in student safety, welfare and wellbeing. Inspectors noted the high level of mutual respect throughout the diverse school community, and the inclusive environment for pupils of all faiths. They also commented on the high levels of challenge, critical thinking and problem-solving skills and the methods of teaching which excite and engage pupils – with the delivery of our curriculum empowering pupils with a love of learning, a key feature of our mission statement. Our most recent Diocesan inspection (June 2023) graded us "outstanding" in all areas and the Good Schools Guide refers to us a "quietly brilliant. A school that has always been good but just gets better and better".

We have been in Ealing for over one hundred years and represent a continuity of expertise in educating women of the future. Our founders were exceptional, visionary women who strove to offer girls the best education possible, often in the most extraordinary of



circumstances. We continue in this tradition and take great pride in the generations of staff and of families who continue to work and study here. Our examination results are outstanding, with exceptionally high value-added scores, and we pride ourselves on instilling in girls a love of learning and an alternative way of thinking. We offer a broad and varied curriculum with rich opportunities for personal development

throughout the whole school, incorporating active community participation.

Our pupils know that they are not defined by their grades and are valued and loved for who they are in the round. They also know we are preparing them to be people of courage and determination, agents of positive change through their words and actions.

Pupils are blessed with 13 acres of green space, unique in the heart of London and we have ambitious plans for continued development of the facilities. Our Farm, Forest School, Meadow, Astro-turf, Indoor Hall and Open-Air Theatre, all utilise the natural setting and pupils love the physical freedom offered by our beautiful grounds.

Girls are assessed on initial entry and move automatically through to the Senior School. External candidates who join us at 9+, 10+, 11+, 13+ and 16+ sit entrance examinations. Scholarships and Exhibitions are highly sought-after and are available in a wide range of disciplines, showcasing the breadth of opportunity at the school.

We pride ourselves on professional development for staff and provide support for post-graduate programmes including Masters degrees and NPQSL (National Professional Qualification for Senior Leadership). Staff enjoy numerous opportunities for progression and developing different areas of their expertise, modelling life-long learning. Members of the Senior Leadership Team have moved onto Headships and Bursar roles at prestigious schools.

We warmly welcome candidates from a range of backgrounds and the school and governors are committed to a diverse and inclusive community. Please contact Mrs Audrey Stringer (HR & Compliance Officer) at hr@sapriory.com if you have any questions.

Yours faithfully

A handwritten signature in blue ink, appearing to read 'C Macallister'.

Mrs Christine Macallister BA ACA
Headteacher

EYFS

Pupils in EYFS make exceptional progress because they benefit from excellent teaching. They are taught by a team of experienced, caring and dedicated staff. This is a stimulating, inspirational environment enabling the strongest possible start.

Our Reception children enjoy wonderfully small classes and a vibrant experience of learning. Bespoke work with each child is possible because of our very high staff to pupil ratio. Our highly experienced, visionary teachers make sure that our love of learning is caught at an early age. Research based pedagogy means that learning is consistently imaginative and forward thinking. We get them ready for the digital age while ensuring they have a proper childhood.

“We sent you our baby and within a few months you sent back a little girl who can read,
write, add, sing and dance”

CURRENT PARENT

Job Description: EYFS Teacher

We are looking to appoint a committed, enthusiastic individual who is 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.

Line of Responsibility:

The EYFS Teacher is directly responsible to the Deputy Head (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 Deputy Head (Preps and Pre-Preps) and staff in PPP to ensure that there is high quality teaching and learning in Reception



- to work with the Deputy Head (Preps and Pre-Preps) and other Early Years Professionals in school to ensure that the 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 – Parents' Evenings, Targets, Reports, Meetings
- 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 the school SENDCO/ the Deputy Head (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 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 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 design and produce displays that support children's learning and development.

Pastoral

- 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 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 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 ensure that children are kept safe and demonstrate a good understanding of Child protection and Safeguarding procedures in accordance with School Safeguarding Policy and Procedures
- to ensure that the nutritional needs of the children are met and Food Safety Regulations are complied with
- to ensure the smooth transition of the children to Key Stage One in accordance with the school's policy
- 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 Reception 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 Reception 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 school 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 classroom, 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

Performance Management and Professional Development:

The 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.

General

In addition, the post is subject to compliance with: -

- School policies and guidelines on the curriculum and school organisation
- Local area safeguarding procedures

The duties and responsibilities detailed within the job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers as set out in the Staff Handbook.

School Involvement

For all staff appointed to the School there is an expectation that they will: -

- Play a full part in the organisation and decision making of their specific department in the School generally through the structure of formal and informal meetings and thus contribute to the consultative process by which the School attempts to operate.
- Undertake a pastoral role such as a form tutor or member of a pastoral team thus contributing to the support of students in the widest context.
- Within their individual interests and capacities, contribute to the wider, extracurricular activities on offer to students.
- Carry out other duties that are reasonably assigned by the Headteacher.

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 constructed.
- This Job Description is not necessarily a comprehensive definition of the post. The job description will be reviewed and may be amended annually, within the terms of your Conditions of Employment.

Person Specification: EYFS Teacher

Applicants should:	Essential	Desirable	Primary means of assessment
Hold a recognised qualification (QTS or equivalent Level 6 or above)	X		Application Form Certificates
Have experience of working with children aged 3-5 years	X		Application Form References
Have excellent knowledge and experience of the EYFS Curriculum and Welfare Requirements	X		Interview References
Be able to support in the delivery of the EYFS Curriculum and to support children in their learning and development	X		Supporting Letter Interview
Be supportive of the Catholic Ethos of the school	X		Supporting Letter Interview
Proven record of excellence in supporting learning and development in the EYFS	X		Interview References
Excellent numeracy and literacy skills	X		Application Form Certificates
Be a Paediatric First Aider (or be prepared to undergo training)		X	Certificates
Be a trained in the Administration of Medicines and Emergency Medicines (or be prepared to undergo training)		X	Certificates
Be committed to own professional development	X		Application Form Certificates
Have experience and good understanding of assessment, monitoring and recording children's progress and achievements	X		Supporting Letter 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	X		Interview
Have a sound understanding of safeguarding, able to recognize signs of abuse and a readiness to report concerns appropriately	X		Interview
Be able to assist children in personal care if it should be necessary	X		Interview
Have an understanding of Special Educational Needs and Disabilities	X		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	X		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	X		Interview
Be able to communicate effectively (orally and in writing) with professionals in school and outside of school	X		Interview Supporting Letter
Be able to form positive, professional relationships with children, parents and colleagues	X		Interview References
Have strong ICT skills, written and spoken English	X		Supporting Letter Interview

Excellent record of attendance and punctuality	X		References
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Employee Benefits

 <p>PLACE OF WORK</p> <p>Close to Central Line, Piccadilly Line, Elizabeth and other main lines and local buses</p>	 <p>MEALS</p> <p>Lunches are provided free by the school during term time</p>	 <p>PENSION</p> <p>Contributory employer's pension scheme is available</p>
 <p>STAFF DISCOUNT</p> <p>50% Fee discount for pupils of staff</p>		 <p>PARKING</p> <p>Free car parking is available on site & Plug in car charger points for electric cars</p>
 <p>BIRTHDAY LEAVE</p> <p>Half day paid birthday leave</p>	 <p>CYCLE SCHEME</p> <p>Tax-free Cycle to Work Scheme is offered by salary sacrifice</p>	 <p>PROFESSIONAL DEVELOPMENT</p> <p>Strong commitment to support professional development with a dedicated people development budget</p>

Hours and Remuneration

The post holder will be paid on the appropriate point of the St Augustine's Priory Pay Scale. We have our own pay scale, which is above the maintained sector. The salary will be commensurate with experience and will recognise the level of responsibility that this post entails.

An inclusive and diverse workplace

We are fully committed to sustaining a positive and mutually supportive working environment free from harassment, discrimination, bullying and victimisation where staff can work collaboratively and productively together, and where all staff are equally valued and respected.

Through working collaboratively with Staff, Students, Parents, Volunteers and Governors we aim to remove barriers that you may face and promote equality of opportunity so that you can achieve your full potential at our School.

The Application and Selection Process

Closing date for applications is: 12 noon on Wednesday 14 May 2025. interviews will take place w/c 19 May 2025, subject to change

if you haven't heard from us by this date your application has been unsuccessful.

Candidates should complete the St Augustine's Priory Application Form, available from www.sapriory.com/about-us/vacancies/

Write a letter of application detailing: -

How your skills, knowledge and experience match the school's requirements for the post of EYFS Teacher.

Please send both via email to hr@sapriory.com to arrive

We recommend early applications and reserve the right to interview in advance of the application deadline.

On the day of the interviews all applicants will be offered a tour of the school and grounds. They will also be asked to complete a written task and there will be a formal interview before the appointments panel.

The successful candidate will be asked 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.

