



Stephen Perse

Cambridge

Early Years

Forest School Practitioner JD & PS

stephenperse.com/currentvacancies

History of Stephen Perse

The Perse Girls School, founded in 1818, evolved into the Stephen Perse Foundation in 2007, and first admitted boys to its Senior School in 2017. Stephen Perse has grown over recent years, adding a co-educational sixth form to its highly successful Senior School in 2008, and four nurseries and early years settings (three in Cambridge and one at Dame Bradbury's in Saffron Walden) between 2010 and 2021. Stephen Perse has been fully co-educational in all settings since 2017 and now comprises four nurseries, two junior schools, a senior school and sixth form.

Predominantly a day school, there are currently 60 (mainly sixth form) boarders. As well as its reputation for academic excellence, Stephen Perse is renowned for an innovative approach to education, and a focus on preparing students for the future.





Our Mission Statement

At Stephen Perse, our mission is to educate and inspire the contributors to tomorrow's world: intelligent young people with the creativity, compassion, confidence and conviction to question, evaluate and improve society.

Our Vision Statement

To deliver this mission, our vision is to create and sustain an outstanding educational environment that:

- Fosters modern scholarship through exceptional teaching and a dynamic, flexible and rigorous academic curriculum.
- Provides outstanding breadth of opportunity and quality of experience through a rich and varied co-curriculum.
- Nurtures and celebrates individuality, wellbeing, personal development, and contribution to the growth of others, through superb pastoral care, social and emotional education, and learning support.
- Champions and models equality, diversity and inclusivity, and social and environmental responsibility with a global outlook.

Our Values Statement

With excellence and creativity in teaching and learning at the core of each of our schools and nurseries, we value the positive difference our students can make in the world through:

- Scholarship and the advancement of knowledge and understanding.
- Kindness, courtesy, inclusivity and collaboration.
- Diligence, independence and self-reliance.
- Humility, reflectiveness and the pursuit of self-improvement.
- Character, individuality, wellbeing and confidence.
- Conserving the environment and living sustainably.

Welcome from the Principal

Richard Girvan

Stephen Perse is a leader in modern independent education, superbly well placed, both to meet the challenges, and to seize the opportunities, presented by its future.



Any school, indeed, any group of schools, is only as strong as its people. Stephen Perse boasts exceptional people across all of its schools and nurseries, and invests in their recruitment, development and empowerment to ensure our pupils benefit from excellent role models, outstanding support and exceptional teaching. As Principal, I consider this investment in our people to be of utmost importance.

At Stephen Perse, all are united in embracing the modern world and in seeking to help our pupils to find and take their place in it, as confident, socially responsible adults. We seek to attract people who are inspired by this challenge, people who share our values, people who are passionate about our collective vision of developing the change-makers of the future.

Richard Girvan

Principal

Forest School Practitioner JD & PS (September 2024 start)

Responsible to: Head of Early Years

Location: Stephen Perse Cambridge Early Years and Dame Bradbury's Junior School

Role Description

The successful candidate will be working part-time, 4 days per week only, Mondays, Tuesdays, Wednesdays and Fridays term time only. They will be responsible for leading the weekly forest school sessions for our Year 1 and 2 classes in Cambridge and assisting in the weekly Early Years Forest school sessions in Cambridge two days a week and assisting/leading one day a week in Saffron Walden. The post holder will be responsible for updating Forest School/ Outdoor learning risk assessments, supporting the planning of sessions and helping to run parent workshops to develop our community's understanding of Forest School.

Main Responsibilities - Forest School Practitioner:

- To be part of an amazing team of passionate outdoor learning enthusiasts who are child centred, understand and commit to our ethos of Stephen Perse.
- Plan for and deliver high quality, practical and stimulating Forest School/outdoor learning sessions that meet the needs of all the children.
- To be responsible for updating Forest School/outdoor learning risk assessments for the site you work at, and assist in the updating of policies and procedures relating to Forest school.
- To be responsible for completing and recording site hazards checks before forest school sessions, and reporting back to the line manager/estates department any relevant information.
- Be willing to undertake minibus training and drive the school minibus to and from Forest School sites.
- Set up the camp and session and pack away afterward.
- Through sensitive and careful interactions (talking, listening, teaching, observing) support the children in setting and achieving their own aims, and extend and challenge their understanding and knowledge in all areas of learning.
- Demonstrate high expectations of the children in all aspects of their development, from self-care to communication and language.
- Undertake all the practical aspects of looking after 1-5 yr olds and ensure their wellbeing - e.g., helping them change, ensuring hands are washed, helping them at lunchtime, making sure they are warm enough and that they undertake aspects of personal hygiene.



- Ensure safeguarding and health and safety policies and procedures are adhered to and applied at all times.

Support for pupils

- Encourage and promote inclusion in the Forest School classroom, ensuring all pupils are involved with tasks and activities
- Ensure the safety of pupils through supervising pupils throughout the Forest School sessions and transition to and from the site if required.
- Be a positive role model when promoting the strategies of the teaching and learning policy.

Effective communication and engagement with children and their families and carers

- Contribute to class teacher reports of the stages of development and targets for next steps through the agreed schedule of reporting and parents evenings.
- Establish positive and effective relationships with parents/carers, exchange information, facilitate their support for their child's attendance, access and learning and support home/school and community links.

Support for the curriculum

- Support the development of a high-

quality Early Years Foundation Stage curriculum.

- Provide targeted support to enhance individual learning and development.
- Embrace digital learning, seeking support to enhance your skill level as required.
- Engage with the Teaching and Learning Policy, ensuring professional practice adheres to the principles within it.

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 learning and pupil support for key group.
- Use appropriate and creative teaching and classroom management strategies to motivate pupils and enable each to progress.
- Work within the Foundation's agreed discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence, at an age-appropriate level.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Help children develop their characters to give them the tools they need for

lifelong learning - confidence, resilience, self-motivation, enthusiasm, independence and curiosity about the world.

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

- Contribute to, when necessary, all required documentation and evidence to ensure effective transitions between groups 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.
- Support liaison between managers and practitioners on site.
- 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.
- Fulfil all of the requirements and duties set out in the current pay and conditions documents relating to the conditions of employment.
- Achieve any performance criteria or targets arising from the Foundation's performance management arrangements.
- To support, cooperate and work effectively with colleagues and positively promote developments in policies and procedures.
- To undertake any other aspects of work within the Early Years according to need.

Equalities

- Ensure services are delivered in accordance with the aims of the Equality Policy Statement.
- Develop own understanding of equality issues.

General responsibilities

- Act as an excellent ambassador for Stephen Perse at all times.

- Undertake other duties as agreed with the leadership team.
- Build and maintain good working relationships with all Stephen Perse colleagues.
- Assist as necessary in other Stephen Perse areas at peak times.
- Work at all times towards the aims and goals of Stephen Perse and any individual objectives and targets you may have agreed.
- Proactively identify areas for improvements within Stephen Perse.
- Actively promote the Stephen Perse Equal Opportunities Policy, encouraging staff awareness and participation in all areas.
- Act in accordance with the Data Protection principles at all times.
- Adhere at all times to Stephen Perse operational and employment policies and procedures.
- Take care of your own health and safety and that of people who may be affected by what you do (or do not do).
- Cooperate with others on health and safety, and not interfere with, or misuse, anything provided for your health, safety or welfare.
- Follow the training you have received when using any work items Stephen

Perse has provided.

- Adhere to the Stephen Perse Privacy Notice and ensure private and confidential data is kept secure and disposed of in the appropriate manner.

This job description is not necessarily comprehensive and the position holder will be required to carry out such other duties as may reasonably be 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 Stephen Perse 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 Stephen Perse Designated Safeguarding Lead. All employees of Stephen Perse 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 government website.**

stephenperse.com

Person Specification

	Essential	Desirable	Assessment Method
Qualifications	<p>Forest School or outdoor Level 3 Qualification and experience of running classes or leading forest school as a whole</p> <p>English and Maths, GCSE Grade C (or equivalent)</p> <p>Driving licence</p>	<p>Forest School First Aid Certificate</p> <p>16 hour outdoors first aid</p> <p>Paediatric first aid certificate</p>	<p>Application Form</p> <p>Production of the Applicant's certificates at interview</p>
Knowledge & Experience	<p>Previous experience of working in a nursery</p> <p>Digitally competent in using IT to support children's learning</p> <p>An individual who is passionate about creating new and exciting learning environments</p> <p>Ability to complete EYFS observations and plan activities that respond to any children's individual needs</p> <p>Good knowledge and understanding of the safeguarding children obligations</p>	<p>Familiarity with iPads and Google Drive</p> <p>Familiarity with Tapestry</p> <p>Experience of updating risk assessments for sites, completing hazard checks of site and activities plus further documentation such as Forest School Handbooks and policies</p>	<p>Application Form</p>
Skills & Aptitudes	<p>Due to our statutory obligations in respect of safeguarding, the ability to read, understand and communicate in English to a sufficient standard to understand these obligations is required</p> <p>A real passion for nature play and engaging children with the outdoors</p> <p>Understanding of young children's development</p> <p>Ability to plan an engaging learning environment for young children</p> <p>Ability to relate well to young children</p> <p>Ability to adapt to changing circumstances and use initiative, and to maintain discipline in an age-appropriate way</p>	<p>Ability and willingness to develop Forest School/Outdoor learning practises with parents and staff</p>	<p>Interview</p>
Personal Attributes	<p>Someone who is reliable and a driven team-player</p> <p>A sense of responsibility and confidentiality</p> <p>Enthusiastic approach and a cheerful, positive disposition</p>		<p>Interview</p>

Terms and conditions

All appointments for Stephen Perse are subject to satisfactory reference and disclosure and barring service (DBS) checks, suitability to work with children checks, online checks, proof of identity and eligibility to work in the UK, completion of a medical questionnaire and proof of qualifications.

Hours of work

Part-time, term-time only, working Monday, Tuesday, Wednesday and Friday, 8.00-16.00, 36 weeks per year.

Salary

£19,595 per annum (£30,207 FTE) - £20,422 per annum (£31,513 FTE).



Benefits

- Contributory pension scheme - matching up to 7%*
- Salary sacrifice tech and cycle to work schemes.
- Life assurance scheme.
- Rail season ticket loan/discount on train travel on Greater Anglia rail services.
- Free lunch and refreshments provided.
- Annual flu immunisation.
- Many of the sites offer covered bike parking.
- Free access to the Cambridge University Botanic Garden.
- 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 (from Kindergarten Year upwards) within Stephen Perse.

*Eligibility criteria applies.

Privacy Notice

Please see our privacy policy which is available on the recruitment portal.

<http://www.stephenperse.com/recruitment>



Please apply directly by downloading an application form from our recruitment page at www.stephenperse.com/recruitment, or email recruitment@stephenperse.com to request an application form. Please send completed application forms to recruitment@stephenperse.com. We are unable to accept CVs.

The Recruitment Process

- Closing date for applications:
Friday 10 May 2024.
- Interviews will take place:
Tuesday 14 May 2024.

References may be taken up before interview.

Invitation to interview and recruitment arrangements

Stephen Perse is committed to safeguarding and promoting the welfare of its pupils. Stephen Perse has a statutory duty to apply for DBS clearance and shall ask the successful candidate to complete an online form which must be cleared before the applicant can commence work. Such checks may take up to eight weeks to complete.

Stephen Perse has a legal responsibility to ensure that all its employees have the legal right to live and work in the UK. Therefore, you will need to provide original documents verifying that you are eligible to work in the UK to the interview. Details of these will be provided in the invitation to interview.

All candidates invited to interview must bring the original documents confirming any educational and professional qualifications that are necessary or relevant for the post.





Stephen Perse

Foundation

Stephen Perse (Main Office), Union Road, Cambridge, CB2 1HF

stephenperse.com



Charity No: 1120608