



stephen perse  
foundation

# Kindergarten Teacher

Employment status

Full-time, permanent

Job location

Salisbury Villas Nursery, Cambridge

Application closing date

Ongoing

Salary guide

£29,045 - £30,301 per annum

# Welcome from the Principal



The Stephen Perse Foundation 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 modelling, outstanding support and exceptional teaching. As Principal, I consider this investment in our people to be of utmost importance.

At the Stephen Perse Foundation, 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**

## The Stephen Perse Foundation

The Stephen Perse Foundation is a family of leading independent schools in Cambridge, Madingley and Saffron Walden educating boys and girls aged 1 to 18.

By recognising our pupils as individuals - with unique hopes, talents and ambitions - we unlock their true potential. We enjoy learning for its own sake. Our teachers ignite curiosity, encourage critical thinking and creativity. By learning to think for themselves our pupils go on to achieve exceptional results. Education is however, more than just about grades, it is about strength of character, a sense of social responsibility, learning to innovate, communicate and collaborate with a global outlook.

Education needs to prepare youngsters for life beyond tests, exams and certificates. Our pupils gain an exceptional skill-set alongside exemplary pastoral support, to prepare them for life in tomorrow's world. They leave us ready to make their mark and achieve their dreams.



# Stephen Perse Nurseries

There are four Stephen Perse nurseries. All Early Years and Nurseries at Stephen Perse offer the same child-centred, inspirational learning process that builds the foundations for lifelong learning. Children learn through play and are encouraged to use their initiative to solve problems. Our Forest School programme and stimulating outside spaces immerse children in nature and help develop their confidence, resilience, independence and self-motivation – all the tools children need for a happy and successful life. Working closely with parents, children are encouraged towards independent, creative and reflective thinking. We follow Early Years Foundation Stage (EYFS) from 1 to 5 which sets standards for the learning, development and care of children from birth to 5 years old. Every day provides new opportunities for children to develop and learn through high quality play experiences as they are introduced to the wider Stephen Perse values of curiosity, independence, creativity and a love of learning.

## **Nurseries - Cambridge, Madingley and Saffron Walden**

Each nursery has its own special features and surroundings, but all Stephen Perse Nurseries share the same commitment to play-based learning and development, the same approach to health and nutrition, and the same exceptional level of childcare.

### **Facilities:**

We know how much of an impact a physical environment can have on a child's learning and development. Our nurseries are carefully designed to provide a rich, enabling environment for young children. We use heights, colours and shapes to create stimulating spaces and we integrate daily outdoor experiences with spaces for physically active play as well as calm and cozy areas.

Each nursery is well-resourced, including:

- Baby room for ages 1-2
- Toddler room for ages 2-3
- Kindergarten room(s) for ages 3-4
- Reception room(s) for ages 4-5
- Sensory bell tent
- Outdoor play area
- On-site Forest School

Each nursery provides unique outdoor areas and natural spaces to allow children to become immersed in nature every day. The sites all have an on-site Forest School as well as spacious outdoor areas with sensory play and physical play facilities. The mud kitchens are always busy, especially after a night of rain when there is a natural source of water to collect in jugs and saucepans. Creativity abounds!



# Kindergarten Teacher

**Responsible to:** Head of Early Years

**Location:** Salisbury Villas Nursery, Cambridge

## **Your role as a teacher**

At the Stephen Perse Foundation everyone is a learner. While our students enjoy the benefits of a creative, innovative learning environment, our teachers strive to inspire and engage through using a wide range of pedagogical approaches.

We want every teacher to offer the very best in teaching and learning to our students and this will inevitably, and perhaps even increasingly, involve the digital world.

As digitally-connected pioneers of technology in education we were one of the first Apple Distinguished Schools in the UK. We are iPad 1-to-1 from 11 to 18 and our Junior Schools and Pre-Preps have class sets. Our students use iPads as 'virtual satchels' and through technology we are unlocking new ways to learn, connect, collaborate and innovate.

You don't need to be a fluent or confident user of technology before you start working with us, but we will want you to have an agile and ambitious mind-set that is open to adopting new techniques.

Training and support is offered on a regular basis as part of formal and informal CPD and is focused on student learning.

## **Role Description**

To create an effective and stimulating learning environment indoors and outdoors that meets the developmental needs of the children in your class. To create a caring, nurturing, stimulating and fun environment for Kindergarten children to thrive in. To promote the personal and social development of the children in the Kindergarten class. To ensure achievement and educational progress of the children in your class, consistent with the aims of the school and the unique needs of each individual.

## **Main Responsibilities:**

### **Effective communication and engagement with children, young people and their families and carers**

- Provide clear and accurate reports of the ages and stages of the Kindergarten pupils in your class and provide targets for improvement. This should be done through the agreed schedule of annual reporting and parents' evenings and by regularly sharing observations via pupils' online learning journal
- Establish constructive relationships with parents/carers, exchange information, facilitate their support for their child's attendance, access and learning and support home to school and community links
- Provide advice and guidance as required and appropriate
- Provide support and encouragement to children and young people
- To reflect on practice and routines, tailoring them to meet the individual needs of each child throughout the day
- To complete observations and assessment of children's learning and development ensuring records are kept up-to-date, are of a high standard and are shared effectively.

### **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 teaching and pupil support for your class
- To plan weekly guided activities that excite, stimulate, challenge and meet the learning needs of pupils in your class
- To complete weekly planning for continuous provision
- Use inspiring, innovative and appropriate teaching and classroom management strategies to motivate pupils and enable each to progress
- Monitor the progress of each pupil in your class to set expectations and give constructive feedback
- Maintain appropriate records to demonstrate progress made by pupils
- Work within the Foundation's agreed behaviour and discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- 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**

- Provide 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
- Liaise between managers and practitioners on each 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
- Be responsible for every child's wellbeing and maintain the attendance registers accurately
- 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 the management team, taking on additional responsibilities/duties and positively promoting developments in policies and procedures to team members
- To undertake any other aspects of nursery work according to need

#### **Equalities**

- Ensure services are delivered in accordance with the aims of the Equality Policy Statement
- Develop own and team member's understanding of equality issues

### **General Responsibilities**

- Act as an excellent ambassador for the Foundation at all times.
- Undertake other duties as agreed with the leadership team.
- Build and maintain good working relationships with all Foundation colleagues.
- Assist as necessary in other Foundation areas at peak times.
- Work at all times towards the aims and goals of the Foundation and any individual objectives and targets you may have agreed.
- Proactively identify areas for improvements within the Foundation.
- Actively promote the Foundation's 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 Foundation 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 the Foundation has provided.
- Adhere to the Foundation's 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 Foundation's 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 Foundation's Designated Safeguarding Lead.

All employees of the Foundation 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](#).

## Terms and conditions

All appointments for the Stephen Perse Foundation 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

40 hours per week, Monday to Friday, 08:00 - 16:30/09:00 - 17:30 on a rota basis, 52 weeks of the year.

## Salary

£29,045 - £30,301 per annum.

## Benefits

- Up to 30 days holiday plus bank holidays and up to 3 days during the annual Christmas closure (pro rata for part time)
- 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
- A loan of an iPad, for use whilst employed at the school
- 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 nursery fees of 25% (pro-rata for part time and term time) for staff with children in the 1-2 and 2-3 age groups\*
- A staff discount on school fees of 25% (pro rata for part time and term time) should staff have a child at any school (from Reception Year upwards) within the Foundation

\* Eligibility criteria applies.



## Person Specification

	Essential	Desirable	Assessment Method
<b>Qualifications</b>	EYTS/ QTS Early Years/Primary or full and relevant Level 6  Evidence of recent EYFS relevant training	Paediatric First Aid	Application Form  Production of the Applicant's certificates at interview
<b>Knowledge &amp; Experience</b>	At least one year experience as EYFS lead practitioner or class teacher of a Preschool or Reception class  Experience of working within and implementing the EYFS statutory framework  Able to demonstrate outstanding teaching and provide a fun and learning-rich play-based experience for young children  Able to demonstrate enthusiasm, energy and creativity in their planning and teaching  Able to demonstrate flexibility in their classroom practice  Experience teaching phonics in the EYFS  Able to effectively manage key workers/teaching assistants and work effectively in a team	Experience of the outdoor education environment and enthusiasm to take learning outside  Experience of using iPads and Google Suite (Drive, Mail, Calendar, Classroom)  Knowledge of working with iSams database  Experience of thematic planning  Experience of incorporating children's interests in the learning environment and experience  Innovative use of resources as part of continuous provision  Knowledge of Tapestry and RWInc  Committed to pupils attaining the highest possible levels of achievement  Experience of teaching children with English as an Additional Language	Application Form
<b>Skills &amp; Aptitudes</b>	A good communicator with adults and children  Able to work harmoniously and effectively with all members of the Stephen Perse Foundation community  Able to think outside the box  Committed to own professional development	Ability to support other staff in leading CPD sessions using expertise	Interview
<b>Personal Attributes</b>	Professionalism and integrity  Commitment to the ethos of the school  Creativity and ability to adapt quickly to changes		Interview



## Privacy notice

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

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

## Application process

Please apply directly through our online recruitment page at [www.stephenperse.com/recruitment](http://www.stephenperse.com/recruitment) and download an application form.

Please send completed application forms to [recruitment@stephenperse.com](mailto:recruitment@stephenperse.com).

**Unfortunately, we are unable to accept CVs.**

Interviews will take place as we receive suitable applications.

References may be taken up before the interview.

## Invitation to interview and recruitment arrangements

The Foundation is committed to safeguarding and promoting the welfare of its pupils. The Foundation 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 8 weeks to complete.

The Foundation 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.

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