

## Job Description: Pre School Teacher

Bertie's Nursery School strives to employ outstanding, education and childcare practitioners as ultimately they will largely determine the success of the children and the nursery in the future. It is anticipated that they will be dedicated, passionate, innovative individuals who will enthuse, stimulate and excite our children in their learning and development. They will be excellent role models who will promote good manners, civilised behaviour and traditional values. They will also embrace the service philosophy of the nursery that is one of genuine superior customer care.

It is anticipated that all members of staff will take great pride in Bertie's. They will work hard to become effective members of the outstanding 'staff team' and the close, happy community. Bertie's is a nurturing environment and it is vital that members of staff are *fully* committed to the 'all round ethos' of the nursery - which is exacting but wonderfully rewarding - whilst simultaneously being committed to the pastoral needs of each child.

Whilst it is impossible to list the exact roles of a Pre School Teacher at Bertie's, the following points provide a reasonable outline.

<b>Summary of the role:</b>	<b>Pre School Teacher (part-time)</b>
<b>Line management responsibility to:</b>	The Head of the Pre-Prep and Bertie's (HPpB)
<b>Line management responsibility for:</b>	
<b>Safeguarding Children</b>	<ul style="list-style-type: none"> <li>• Members of staff will unreservedly promote and safeguard the welfare of children and young persons for whom they are responsible and with whom they come into contact.</li> <li>• Members of staff will follow the safeguarding policies and procedures as explained in the Staff Handbook at any time they consider a child to be vulnerable. This includes the 'Whistle Blowing.</li> </ul>

<p><b>Teaching and Learning:</b></p>	<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Members of staff will carefully plan, prepare and give lessons in line with the agreed syllabus and scheme of work of the department. This requires in depth knowledge of, and familiarity with, all relevant curriculum documents and syllabi, that might include the EYFS, the National Curriculum.</li> <li>• Differentiation will be planned / employed as necessary at all ages to ensure all children are challenged at a suitable level.</li> <li>• Members of staff will seek to embrace constructive cross curricular activity.</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Teaching should capture the minds of children; it should be invigorating, motivating and fun. It should be of a good pace and it should engage all children.</li> <li>• A variety of teaching strategies should be used on a regular basis in order to suit the learning styles of all the children. In regard to EYFS these should relate largely to informal play environments.</li> <li>• Teaching will differentiate – by task as well as outcome</li> <li>• IT will embedded in teaching - it is an integral learning and teaching tool</li> <li>• All children will be respected; they certainly do not need shouting at. It should be noted that good teachers quickly and easily earn respect at The Downs</li> <li>• Members of staff will ensure that all pupils present and preserve their work carefully and tidily; they will learn to respect their efforts</li> <li>• The classrooms of all members of staff will be attractive, tidy and interesting. Displays should be changed on a regular basis (twice a term) and should include some topical work of the children.</li> </ul> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• The children will regularly engage in a variety of learning strategies; independent and collaborate - paired, group, class</li> <li>• Members of staff will challenge all the children regardless of their abilities – differentiation being a necessity</li> <li>• Members of staff will be aware of any pupils in a class who have learning difficulties and implement the necessary strategies to support their learning. In this regard they should liaise regularly with their Learning Support Department.</li> <li>• High standards of classroom behaviour are expected in order to enhance learning. Please note that this does not mean a classroom should be a place of military order.</li> </ul>
	<p><b>Assessment, Recording and Reporting</b></p>

	<ul style="list-style-type: none"> <li>• Members of staff will mark and assess pupils' work thoroughly in line with EYFS, nursery and departmental policies. Further details are set out in the Staff Handbook.</li> <li>• Standardised Assessment results will be used to inform teaching and planning.</li> <li>• Formal Assessment will be used to inform future planning, teaching and learning. Comments on a piece of work should be informative and mainly positive (afl)</li> <li>• Summative Assessment in the form of exams, module tests must be scored as required in the Staff Handbook</li> <li>• Effort and Attainment Grades will be carefully considered. They must be entered on to the nursery data-base before the required date. Dates are displayed on the nursery calendar.</li> </ul> <p><b>Reporting and Recording</b></p> <ul style="list-style-type: none"> <li>• Records of pupils' achievement will be kept to inform assessment. These may be grades, marks or images.</li> <li>• In regard to EYFS records will kept regularly in the electronic system.</li> <li>• EYFS has slightly different requirements that the nursery follows.</li> </ul>
<p><b>General Professional Duties:</b></p>	<p><b>Professional Development</b></p> <p>To keep up to date with modern teaching methods and with subject knowledge staff will:</p> <ul style="list-style-type: none"> <li>• attend appropriate courses that will enhance performance at a cost to the nursery</li> <li>• attend Inset Days as required (generally immediately before term but also occasional twilight sessions) and directed by the Headmaster or members of the Leadership Team</li> <li>• Take part in the supervision programme in the EYFS</li> <li>• partake in Observation Weeks twice a year, the main objective being to promote reflection of practice</li> <li>• visit other nurseries in order to observe other practice.</li> </ul> <p><b>Meetings</b></p> <p>Members of staff will share information and work collaboratively. In doing so they will;</p> <ul style="list-style-type: none"> <li>• attend Liaison Meetings (one each term) at Bertie's and a summer meeting between the Prep, Pre-Prep and EYFS</li> <li>• attend Staff Meetings as required by the Headmaster and or the Leadership Team – the team includes the Head of Bertie's.</li> </ul> <p><b>Pastoral Care</b></p> <ul style="list-style-type: none"> <li>• It would be wholly inappropriate and unacceptable should a member of staff be unable to keep excellent standards of behaviour.</li> <li>• Staff will have very high expectations of pupil conduct and presentation.</li> <li>• A small, happy community, The Downs and Bertie's prides itself in knowing each child well and in doing so being able to cater for their individuality. Each member of staff is</li> </ul>

	<p>expected to take a particular interest in the pastoral care of all the children in their class</p> <p><b>General Duties</b></p> <ul style="list-style-type: none"> <li>• To undertake the administration duties of a Pre-School Teacher as required by the Head of Pre-Prep and Bertie's.</li> <li>• To undertake duties as required by the Head of Pre-Prep and Bertie's. Duty</li> <li>• To approve absence from the Head of Pre-Prep and Bertie's.</li> </ul>
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<b>Person Specification</b>			
<b>The Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</b>			
	<b>Essential</b>	<b>Desirable</b>	<b>Method of assessment</b>
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
<b>Qualifications</b>	<p><i>The professional, technical or academic qualifications that the Applicant <b>must have</b> to undertake the role or the training that they <b>must have</b> received</i></p> <ul style="list-style-type: none"> <li>• A good teaching qualification with reference to EYFS – BEd or PGCE.</li> </ul>	<p><i>The professional, technical or academic qualifications that the Applicant <b>would ideally have</b> to undertake the role or the training that they <b>should ideally have</b> received</i></p> <ul style="list-style-type: none"> <li>• A graduate degree in a subject that can be used constructively in teaching and learning</li> <li>• Primary / Junior QTS</li> <li>• A outdoor activity/forest school qualification.</li> <li>• Paediatric First Aid qualification.</li> </ul>	Production of the Applicant's certificates
<b>Experience:</b>	<p><i>The categories of work or organisations, types of achievements and activities that would be likely <b>to predict</b> success in the role.</i></p> <ul style="list-style-type: none"> <li>• Proven success at teaching EYFS and / or KS1</li> </ul>	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to <b>contribute to</b> success in the role.</i></p> <ul style="list-style-type: none"> <li>• Previous experience teaching KS2</li> <li>• Proven success of teaching in a Junior or Pre-Prep nursery.</li> </ul>	Contents of the Application Form  Interview  Professional references  Portfolio

<p><b>Skills</b></p>	<p><i>The skills <b>required</b> by the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> <li>• to ability to challenge children of all abilities</li> <li>• to be computer literate. In doing so be able to use the nursery data base for recording and reporting.</li> <li>• to attain and maintain high standards of discipline in the classroom and around the nursery.</li> <li>• proven customer service skills that enable effective communication with pupils, parents and colleagues</li> <li>• to differentiate</li> <li>• to mark pupils work effectively</li> </ul>	<p><i>The skills that would <b>enable</b> the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> <li>• The enthusiasm and ability to contribute towards the performing arts – music, art, dance</li> </ul>	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
<p><b>Knowledge</b></p>	<p><i>The knowledge <b>required</b> by the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of all aspects of EYFS</li> </ul>	<p><i>The knowledge that would <b>enable</b> the Applicant to perform effectively in the role.</i></p> <p>IT;</p> <ul style="list-style-type: none"> <li>• Knowledge and experience of KS 1</li> <li>• To have knowledge of SIMS or Child Care Connect - the nursery data bases</li> <li>• Knowledge of BASE, INCas and MIDyis – standardised assessment tools</li> </ul>	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
<p><b>Personal competencies and qualities</b></p>	<p><i>The personal qualities that the Applicant <b>requires</b> to perform effectively in the role and</i></p> <ul style="list-style-type: none"> <li>• Honesty, reliability and transparency.</li> <li>• Passion - for Bertie's and The Downs School.</li> <li>• As role models, high personal standards of appearance, behaviour and punctuality.</li> <li>• The motivation to work with children and young people</li> <li>• The willingness to reflect on personal practice</li> <li>• The ability to work effectively within a team</li> <li>• Good time management</li> </ul>	<p><i>The personal qualities that would <b>assist</b> the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> <li>• Tolerance and patience</li> <li>• A good sense of humour and a cheerful disposition – to create a little fun and weirdness</li> <li>• A positive outlook – a view of optimism</li> <li>• Enthusiasm &amp; commitment</li> <li>• Perseverance and determination</li> <li>• Humility</li> <li>• Kindness, sensitivity and caring</li> <li>• The understanding and appreciation of superior customer care</li> </ul>	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>

<b>To ensure that the Applicant safeguards and promotes the welfare of children and young people</b>	<ul style="list-style-type: none"> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> </ul>		

MG/EMM/HF  
27/11/18