



## NURSERY TEACHER - SEPTEMBER 2024 START

This is an amazing opportunity to join a brand-new primary school at the very beginning of an exciting journey. Watling Primary opened in September 2023 as the first primary school in The Denbigh Alliance MAT. The Trust values of Care, Education and Opportunity underpin the Watling Primary School ethos.

<b>Job title:</b>	Nursery Class Teacher (EYFS)
<b>Start date:</b>	September 2024
<b>Contract type:</b>	Full time, permanent
<b>Salary:</b>	M1 - M6 £30,000 to £41,333 (ECTs are encouraged to apply)
<b>Application deadline:</b>	Friday 26 <sup>th</sup> April 2024 at 9:00am
<b>Interview date:</b>	Tuesday 7 <sup>th</sup> May 2024

Visits to our school are welcomed. We will be holding information sessions for prospective candidates on the following dates:

Tuesday 16<sup>th</sup> April from 9:00 – 10:00am

Wednesday 17<sup>th</sup> April from 4:00 – 5:00pm

To book a place at one of these sessions, please contact our Admin Assistant (Emma Adams) on 01908 049500 or by emailing [adamse@thedenbighalliance.org.uk](mailto:adamse@thedenbighalliance.org.uk)

**To apply for this role, please visit:** <https://mynewterm.com/jobs/481285136/EDV-2024-WPS-76088>

We opened the doors to Watling Primary School in September 2023 for children in Reception, Year 1 and Year 2. The next exciting phase of our development will see our Nursery open in September 2024.

At full capacity, our Nursery will accommodate 39 children. The school itself will be a 3-form entry primary with places for 630 pupils.

At Watling Primary School we strive to give children an education that will prepare them for a future we can't even begin to imagine. In addition to all the other Primary National Curriculum subjects, we have a focus on developing STEM capabilities (Science, Technology, Engineering and Maths).

The holistic growth of every child through play, exploration, supported risk-taking and opportunities to make connections with the natural world forms an integral part of our curriculum. For this reason, learning outdoors in our Forest School is a key part of our provision.

We are looking for staff who are keen to be actively involved in all aspects of school development and who are not afraid to try something new. A great deal of autonomy will be given to the right candidates and they will have ample opportunities to really showcase their talents. As new roles become available in the school, staff who are on board from the beginning of the journey will be in a favourable position to put themselves forwards for these exciting opportunities.

**Are you looking for...**

The opportunity to join a new school at the start of an exciting journey?

A close working relationship with a small team of like-minded individuals?

An opportunity to shape the strategic direction of the school, working closely alongside the Headteacher and other members of the existing team?

Access to a wide range of roles in order to gain new skills and experiences?

Extensive opportunities for career progression that will occur naturally as the school grows?

**We can offer you...**

A commitment to continuing professional development, succession planning and extensive opportunities for career progression.

A focus on staff well-being and creating a positive learning environment for all members of the school community.

An opportunity to be brave and try innovative ways of delivering excellence in education.

A brand-new school environment with a focus on sustainability and eco principles e.g. solar panels, intelligent lighting, air source heat pumps, etc.

Dedicated Forest School provision.

Outdoor areas including playing fields, Multi Use Gym Areas (MUGA), sensory landscaping, hard and soft play areas.

Designated internal areas e.g. STEM Room, Arts Studio, Sensory Room, group work rooms, stunning library area, purpose-designed staff room and separate staff work room.

***The Denbigh Alliance is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS check and online search is required for all successful applicants.***

### JOB DESCRIPTION

Role Title	Department	Reports to
Nursery Class Teacher	Teaching and learning	Headteacher / Assistant Headteacher

### PURPOSE

To fulfil the professional responsibilities of a Class Teacher as outlined in the School Teachers' Pay and Conditions document.

To consistently meet the expectations set out in the Teachers' Standards.

To carry out any other reasonable requests, at the discretion of the Headteacher, to meet the changing demands of the school.

### DIMENSIONS

Direct Reports	Budget Responsibility
Nursery (Early Years) Practitioners	None

### PRINCIPAL ACCOUNTABILITIES

#### Teaching and learning

Effectively plan and organise a safe, engaging and exciting indoor and outdoor learning environment.

Plan and teach well-structured sessions to assigned classes, following the school's plans, curriculum and schemes of work and appropriate to the needs, interests, experience and existing knowledge of the pupils in the class.

Assess, monitor, record and report on the learning needs, progress and achievements of pupils, making accurate and productive use of assessment.

Adapt teaching to respond to the strengths and needs of pupils.

Set and promote high standards and expectations of teaching and learning which inspire, motivate and challenge pupils.

Promote good progress and outcomes by pupils.

Demonstrate good subject and curriculum knowledge.

Ensure effective use of support staff within the classroom, including volunteer helpers.

Demonstrate evidence of high standards of teaching and learning with significant impact on outcomes for children in both progress and attainment.

**Whole-school organisation, strategy and development**

Contribute to the development, implementation and evaluation of the school's policies, practices and procedures and support the overall values and vision of the school.

Make a positive contribution to the wider life and ethos of the school by attending extra-curricular school events.

Work collaboratively on curriculum and other identified school development initiatives to secure co-ordinated outcomes.

Provide cover, in the unforeseen circumstance that another teacher is unable to teach.

**Health, safety and discipline**

Recognise that health and safety is a responsibility of every employee.

Maintain good order and discipline among pupils, managing behaviour effectively to ensure a positive and safe learning environment.

Comply with health and safety policies and any school-specific procedures to promote the safety and wellbeing of all members of the school community.

**Professional development**

Take part in the school's appraisal and performance management procedures.

Where appropriate, take part in the appraisal and professional development of others.

Reflect on own performance to identify strengths and areas for development, taking part in further training in order to improve own teaching.

Seek out opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.

Demonstrate a generous approach to the sharing of knowledge and expertise to actively contribute to the professional development of other members of the school community.

Show commitment to the development and promotion of a learning community for all.

**Communication**

Communicate effectively with all members of the school community, always maintaining transparency and honesty.

Liaise with outside agencies when appropriate to contribute positively to the education of any children involved.

**Working with colleagues and other relevant professionals**

Develop effective professional relationships with colleagues, working collaboratively to secure the best possible outcomes for all members of the school community.

Liaise with colleagues in other schools, sharing knowledge and expertise and working collaboratively.

Communicate knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Access support and advice from other external agencies.

### **Personal and professional conduct**

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

Maintain high levels of confidentiality and act with integrity at all times.

Have proper and professional regard for the ethos, policies and practices of the school and adhere to these consistently.

Maintain high standards of attendance and punctuality.

Understand and act within the statutory frameworks setting out the professional duties and responsibilities of a teacher.

Promote equality and treat everyone with fairness and dignity.

Adhere consistently to the Watling Primary School Staff Code of Conduct.

### **Safeguarding and Child Protection**

Actively promote and safeguard the welfare of ALL members of the school community.

Consistently follow the school policies on safeguarding and child protection.

Keep up to date with developments in safeguarding and child protection.

## **PERSON SPECIFICATION**

**E – Essential**

**D – Desirable**

Qualifications/Education	Qualified Teacher Status with an Early Years qualification (E) Degree (E)
Experience	Experience of working in an educational setting in EYFS (E) Experience of working in a new school (D)
Knowledge and skills	A thorough understanding of the Early Years Foundation Stage curriculum and assessment requirements and arrangements (E) A thorough understanding of the Birth to 5 Matters and Development Matters guidance (E) Experience of planning sessions with a clear progression of knowledge and skills which are appropriate to the needs of the children (E) The ability to deploy support staff effectively to have a positive impact on children's learning (D) An in-depth and up to date knowledge of a range of teaching, learning and behaviour management strategies and how to implement them effectively (E) A secure understanding of the way in which children learn most effectively (E)

	<p>Experience of teaching children with a range of SEND, including children with SEMH needs and evidence of implementing strategies to ensure success in their learning (E)</p> <p>A sound understanding of computer software relevant to the curriculum and the potential of technology to enhance teaching and learning (E)</p> <p>Accurate use of both formative and summative assessment to make informed judgements about children's attainment and progress and to plan for next steps in learning (E)</p> <p>Knowledge of how to use school-level, local and national data to evaluate the effectiveness of teaching (E)</p> <p>Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice (E)</p> <p>Knowledge and understanding of the importance of equal opportunities, multicultural education and inclusion (E)</p> <p>Knowledge of legal requirements, national policy and guidance on the safeguarding of children (E)</p>
<p>Particular aptitudes</p> <p>Personal skills</p>	<p>An alignment with the values of The Watling Way (E)</p> <p>High expectations for all members of the school community and the tenacity to challenge this if appropriate (E)</p> <p>A commitment to developing respectful, supportive and trusting relationships with all members of the school community to create an overall positive working and learning environment (E)</p> <p>An ability to maintain high levels of energy and enthusiasm towards your own role and the overall development of the school (E)</p> <p>A willingness to take on additional responsibilities and gain valuable experience as the school grows (D)</p> <p>A brave approach to embracing innovative ways of doing things (E)</p>

### Staff Standards

We as Trust colleagues, make upholding the reputation and standards of the Trust our first concern, and are accountable for achieving the highest possible standards in our work and conduct. Our Job Descriptions define the behaviour and attitudes required. We act with honesty and integrity; have strong subject knowledge, keep our knowledge and skills up to date and are self-critical; forge positive professional relationships and work with parents/carers, visitors and outside agencies in the best interests of students.

### Personal and Professional Conduct

A colleague is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct for all employees;

We uphold public trust and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students, colleagues, visitors and parents/carers with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to our position;
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law;
- Maintaining high standards of confidentiality and acting with integrity at all times.

I hereby confirm that I have received a copy of the above job description

PRINT: .....

SIGNED: .....

DATE: .....