

William Lilley Infant & Nursery School



We were nominated in



The SEND Awards
2019



Class Teacher Information Pack

Welcome to our school



Dear Candidate

On behalf of William Lilley Infant & Nursery School thank you for showing an interest our school.

We have put together this pack to give you some key information about our school and priorities, as well as to provide the job description and person specification. We hope that after reading it you will be inspired to apply for the role.

William Lilley is a friendly, open and nurturing Infant and Nursery school in the heart of the Stapleford community. Our reputation for supporting the learning, development and wellbeing of every child, recognises individuality and celebrates every achievement enabling our young children to blossom in their first years of schooling. This is an exciting time to be joining our school. We are looking for suitable candidates who can contribute to the life of our school in overseeing and supporting our children during the lunchtime period.

We would like to invite you to join a tour of the school. This can be arranged by contacting the school office on jjenkins@williamlilley.notts.sch.uk or calling 0115 9179277.

I look forward to meeting you soon.

Warmest regards,

Sally Beardsley

Sally Beardsley

Head Teacher

About William Lilley

General Information

William Lilley Infant and Nursery School is situated in a suburban environment on the South Western outskirts of the City of Nottingham in the town of Stapleford. We have an excellent reputation for being nurturing and supportive of the whole family; ensuring children thrive. Our vision recognises this as;

“We are a nurturing, inspirational family who are determined to succeed.”

We have a 39 place nursery provision alongside two classes in our Reception unit and three mixed year 1 and 2 classes across Key Stage 1, with a maximum of 45 children within each cohort. Families tend to stay within the area and many children who attend are third generation White British. However, we are having increasing numbers of children from a range of ethnic backgrounds and with English as an Additional language. We celebrate diversity through our curriculum and encourage families to share their cultures.

William Lilley has a slightly higher than average number of children in receipt of Pupil premium funding and children with SEND. Our children with SEND generally have more significant needs. We support these children with bespoke interventions and support.

Our School Premises

The School, which dates back to 1894, is situated on Halls Road and is a large, well maintained, Victorian building. Three Key Stage One Classrooms open off a large central hall, used for a variety of purposes. In addition, we also have a sensory room, an extensive library (Owl Barn) and The Nest, a dedicated ‘break-out’ classroom used for interventions and small group work.

The grounds to our school are attractive and spacious and includes a large EYFS area, playing field, sensory garden, Forest Schools area, Gardening plot and a recently refurbished hard playground area with trim trail, instruments, pirate ship and football pitch.

Our Early Years Foundation stage incorporates a Nursery and Reception classes. Both of which have direct access to an excellent outdoor ‘green’ space, with trees, child initiated resource sheds, mud kitchen, balance area and covered areas.



Our Values

Central to everything we do at William Lilley is our mission statement:

"We are a nurturing, inspirational family who are determined to succeed"

This principle forms the spine of our school values and ethos that have been developed in collaboration with pupils and staff, whilst also driving our core values of our school curriculum.

Our Staffing Structure

Our Senior Leadership Team consists of a Head Teacher, Deputy Head Teacher, EYFS Lead and Business Manager.

There are 5 teachers, including the leadership team. In addition to class teachers we have 8 teaching assistants (full and part time) working across the school and Nursery supporting our SEN children and for general intervention support. We also have one part time Administration Assistant in our school office, alongside a part-time Pastoral Support Administration Assistant. Our lunchtime team consists of 4 MDSAs and a play worker. We have a popular school led breakfast and afterschool club.

A Sports Coach is employed one day per week to assist with the delivery of the PE curriculum with KS1 pupils.

Our Pupils

Pupils at William Lilley are amazing, they have a love of school and their standards of behaviour are high.

Our latest Ofsted report noted that,

"the friendly, caring ethos ensures that pupils enjoy coming to school."

"...all pupils are engaged and motivated."



Our Parent Community

Governors recently conducted a parent survey and responses were overwhelmingly positive, with the school outperforming all national benchmarks for parental satisfaction. From the questionnaire we know that parents feel the following to be particular strengths of the school:

- The caring, nurturing relationships we have with pupils
- Encouraging children to be the best they can be
- Our wide and exciting curriculum
- Welcoming and friendly atmosphere
- Our child centred approach to learning

Parents are regularly invited into school, for a range of activities and events which include half termly information mornings and parent learning groups such as family SEAL and SHARE. Our very successful 'Read with Me' mornings are well attended. Our support of children and their families is exceptional, with each member of staff building secure relationships with parents and carers in order to work in partnership.

As stated in their report, parents told Ofsted, "they appreciate the opportunities provided to enable them to be involved in their children's learning, such as coming into the classroom and reading with their children at the beginning of the school day."



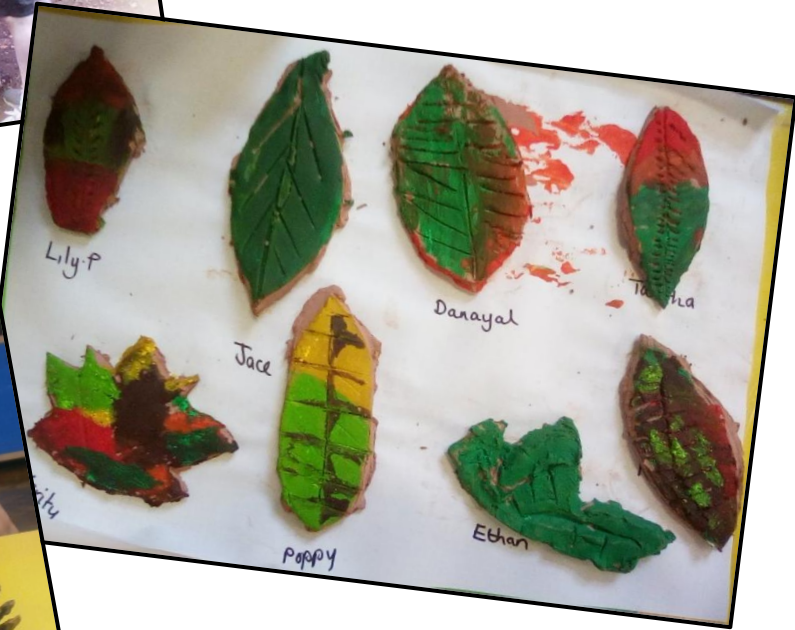
Curriculum

The school offers a broad, varied curriculum through engaging topics. We have a strong emphasis on learning behaviours and support the children to develop a growth mind-set; recognising that they can achieve whatever they aim to through our 'Can't do it...yet' approach. This is underpinned by our behaviour principles which support children to be PROUD - Polite, Respectful, Organised, Understanding and Determined.

Children's learning is seen as a continuous 'journey' with key knowledge progressing through the school. We have high expectation of our children and support them to excel. The midday team are an integral part of our school community, supporting children to be healthy, active and engaged during the lunchtime period. We use emotion coaching and zones of regulation throughout the school to support children to manage their emotions. Our curriculum puts great emphasis on individual learning in order to support each child's wellbeing alongside these high expectations.

Family of Schools

The School is part of the George Spencer Family of Schools and the majority of children feed into Fairfield Primary academy. We have a formal collaboration with Banks Road Infant and Nursery school; another school within the family. The collaboration supports children’s progress and development through collaborative activities which focus upon staff training, development and support.



Vacancy Details

The children, staff, and Governors are looking for an excellent teacher to join our nurturing team.

We welcome applications from experienced teachers with an excellent track record or ECTS who can demonstrate a good record of achieving outstanding feedback in their placements.

We are looking for someone who:

- is an enthusiastic practitioner who has the ability to inspire and provide the best learning opportunities for children.
- is committed to meeting all the teacher standards.
- is committed to providing excitement and inspiration in the classroom.
- welcomes the opportunity to develop and improve their own practice.
- has the determination, energy and creativity to make learning memorable and inspiring.
- works well in a team, showing a positive attitude to sharing ideas, listening and learning.
- an ability to take on an active role in the delivery of an exciting and innovative curriculum.
- has high standards in all that they do and has high expectations and aspirations of children.
- shows enthusiasm in leading a curriculum 'driver' throughout KS1 and EYFS.

In return we can offer you:

- a friendly welcoming community where every child is known and valued.
- enthusiastic, talented, confident and happy children.
- a well planned and exciting curriculum.
- a dedicated purposeful environment with a high standard of pupil work and behaviour.
- a committed and motivated staff team with a range of experienced colleagues.
- excellent and personalised professional development opportunities.
- a very supportive, enthusiastic and progressive Governing Body.
- opportunities to be creative and develop your teaching skills.

Job Description

This job description is taken from the agreed DfE Teachers Standards September 2012.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils
 - be accountable for pupil's attainment, progress and outcomes
 - be aware of pupil's capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil's interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English across the whole curriculum
 - when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time → promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupil's ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil's education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupil's progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the academy's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupil's needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupil's achievements and well-being.

PART TWO: PERSONAL & PROFESSIONAL CONDUCT

A teacher 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 throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupil's 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 pupils vulnerability or might lead them to break the law.

2. Teachers must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality.

3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Current Qualified Teacher Status. • A strong academic background. 	<ul style="list-style-type: none"> • Other skills and aptitudes adding to the candidate's suitability for the role. • An aspiration and ambition for further professional development.
Teaching Experience	<ul style="list-style-type: none"> • Evidence of current, successful teaching experience. • Evidence of using assessment to influence planning and teaching. • Clarity about what strong classroom teaching looks like. • Evidence of successfully employed teaching methods which meet the needs of pupils (SEND, G&T, PP, vulnerable groups). 	<ul style="list-style-type: none"> • Experience of teaching in more than one year group. • Knowledge and understanding of new educational thinking and best practice evident in teaching.
Personal Attributes	<ul style="list-style-type: none"> • Evidence of good humour, excellent interpersonal skills, flexibility and effective teamwork. • Ability to motivate and inspire pupils. • Creativity, organisation and attention to detail. • Sound judgement and consideration for others. • Demonstrates effective communication skills to engage constructively with parents to create and maintain good relationships with the school. • A willingness and ability to enter into the wider life of the school (e.g. clubs/events). • The ability to interact positively with staff, pupils and parents. • A commitment to self-study and continuous professional development. 	<ul style="list-style-type: none"> • Clear thinking about initiatives for constructively engaging parents and maintain good relationships.

	Essential	Desirable
Curriculum & Assessment	<ul style="list-style-type: none"> Detailed and current knowledge of the National Curriculum and current educational theory and practice. Awareness and understanding of assessment and how this can impact positively on pupil progress. A good understanding of child development and progress. Evidence of employing high quality assessment in KS1. 	<ul style="list-style-type: none"> Experience of leading a curriculum area or areas across the school.
Community	<ul style="list-style-type: none"> Commitment to establishing links between the school, home and the wider community. Evidence to show a willingness to the wider life of the school. 	<ul style="list-style-type: none"> Commitment to the development of extra-curricular activities. Experience of involving the school in the wider community. Awareness of the role and responsibility of Governors.
Children	<ul style="list-style-type: none"> Evidence of a caring attitude towards children and their well-being. Ability to form excellent relationships with the children, putting their individual needs at the heart of the curriculum. Clear awareness of safeguarding procedures. 	<ul style="list-style-type: none"> Experience of intervention and/or enrichment activities.

How To Apply

How to apply

Visits are positively welcomed prior to applications being submitted. Please contact the school office (0115 917 9277) to arrange a convenient date and time.

Should you wish to apply for the post, please complete and return an application form, along with a covering letter, which clearly demonstrates your suitability for this role. Applications can be submitted via email to jjenkins@williamlilley.notts.sch.uk, or by post to the following address:

William Lilley Infant & Nursery School
Halls Road
Stapleford
Nottinghamshire
NG9 7FS

Closing Date

Please ensure your application form arrives by 9:00am, Tuesday 16 June 2026.

Shortlisting

Successful candidates will be invited to interview by 5:00pm, Tuesday 16 June 2026.

Interview

Interviews for the role will be held on Thursday 25 June 2026.

Safeguarding and Data Protection

The School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff and volunteers to share this commitment. All new staff will be subject to an enhanced DBS check and all other safeguarding requirements in accordance with DfE legislation.

Equal Opportunities

William Lilley welcomes enquiries from everyone and values diversity in our workplace. A commitment to promoting diversity and developing a workplace environment where all staff are treated with dignity and respect is central to our recruitment process.

Thank you for taking the time to read about our school. This is a fabulous opportunity to make a difference and be part of a creative and innovative staff team. We look forward to receiving your application.

Sally Beardsley

Sally Beardsley, Head Teacher