



Candidate Pack

Early Years Educator

Hello,

If you're looking to join a warm, inclusive, and talented team dedicated to providing exceptional early years education, we'd love to welcome you into our community. Both our nurseries offer unique opportunities for passionate educators who want to make a real difference in children's lives while growing professionally in a supportive, collaborative environment.

Our nurseries are homely and vibrant settings with a beautiful gardens, nestled in the heart of North-West Westminster. We take pride in our diverse community, where children and families feel like they're part of an extended family from day one. We are known for being a welcoming and inclusive space, where we build long-lasting relationships with families—many of whom come back with younger siblings.

Our focus is on creating a nurturing, secure environment where children feel confident to explore and grow. We take a holistic approach to learning, using music, singing, and creative activities to help children express themselves and develop key skills. As a Forest School, we offer children the chance to learn and explore through nature—whether it's off-site in the woods or in our own garden, where we bring the outdoors inside with open-ended, exploratory play.

**STAFF ARE EXCELLENT ROLE MODELS FOR CHILDREN.
THEY HAVE HIGH EXPECTATIONS OF WHAT CHILDREN
CAN ACHIEVE.**

DOROTHY GARDNER NURSERY SCHOOL, OFSTED 2022

What makes working at a Queen's Park Federation nursery special is the strong relationships we build with both children and families. From home visits to parent involvement in trips and community events, we ensure everyone feels connected. Our curriculum is rich and exciting, focusing on nurturing each child's individual strengths and interests. As part of our team, you'll have the opportunity to continually learn, with access to professional development, reflective practice, and the support of a passionate group of colleagues. We want our staff to thrive just as much as our children.

Both nurseries are built on strong teamwork and a commitment to professional growth. You'll be part of a dedicated, experienced team that works together to create the best learning experiences for the children. We support each other, share ideas, and make sure everyone feels valued. Our commitment to continuous professional development means you'll have the opportunity to enhance your skills and pursue your own interests while making a real impact.

Staff enjoy working here not only because of the sense of community but because we value fun, creativity, and collaboration. From daily reflective discussions to planning individualized learning journeys for each child, you'll be supported to bring out the best in yourself and your students.

If you're passionate about early years education and want to be part of a nurturing, dynamic team, we'd love to hear from you. Working with us means being part of a warm, supportive community where your contributions are valued and your development is encouraged. We invite you to visit and see for yourself the special, inspiring environment we've created.

Come and be part of something truly rewarding!

Kind regards,

Sarah Jupe-Byrne
Head of School



WHETHER CHILDREN ARE COOKING FOOD AT THE FIREPIT, CONSTRUCTING OBSTACLE COURSES IN THE GARDEN OR SHARING STORIES, STAFF EXPERTLY BUILD UP AND EXTEND CHILDREN'S UNDERSTANDING.

EVERY STEP OF THE WAY, EACH CHILD'S DEVELOPMENT IS PLANNED WITH GREAT THOUGHT AND AMBITION. CHILDREN ARE EXCEPTIONALLY WELL PREPARED TO MOVE TO PRIMARY SCHOOL WHEN THE TIME COMES.

OUR STORY



Since September 2021, five distinct settings in Queen's Park have united under the Queen's Park Federation, bringing together schools and family hubs to offer comprehensive education, support, and exciting opportunities to children under 11 (up to 25 for those with SEND), families and our staff.

Each setting retains its unique identity while working together under a shared vision to support our close-knit community. With a unified governing body and Executive Headship, we streamline operations, align educational approaches, and maximise resources for the benefit of our students and their families.

Our federation model fosters collaboration between settings, creating a strong, interconnected team that works together across schools and family hubs. Our staff benefit with a larger network through which peer support, coaching, mentoring, and joint CPD sessions are essential to strengthening professional development.

This integrated approach helps us learn from the unique strengths of each setting, enhancing teaching and support for our children and families. Regular staff meetings, peer coaching, and a supportive culture enhance our sense of purpose and belonging, strengthened further by fun social events that bring everyone together.

By federating, we've unlocked more opportunities for our students, such as partnerships with initiatives like the Children's University. We've also expanded mental health training and leadership roles across settings, benefiting from shared expertise and resources. Our nurseries provide a rich curriculum, from forest school visits to yoga and cinema trips, while actively engaging with local businesses, sports figures, and cultural landmarks.

We also offer career growth opportunities, enabling staff to move between settings and pursue new paths. This federation model not only benefits our students but also allows staff to grow within our varied settings.

Families can also access a wide range of services through our family hub and children's centre. These hubs offer integrated NHS and community support, including drop-in sessions, parenting groups, FACES employment support, breastfeeding and young parent sessions, child health clinics, dietitian consultations, CAB support, baby massage, and Maternity Champion groups. By connecting families with comprehensive services, we empower them to thrive and succeed.



OUR VISION

Our vision is built on three core values:

Strengthening Communities:

We take a holistic approach, deeply rooted in our connection with the family hub, allowing us to provide tailored support for every families unique circumstances. Community is at the heart of everything we do. From pre-natal care all the way up until 19 years, we are with families from the very beginning. We host community events, exciting trips, and enrichment opportunities for both children and carers, helping to build a strong support network. By nurturing these relationships, we create a thriving community that grows together.

Inspiring Minds:

Our ambitious curriculum is designed with a deep respect for each unique child, ensuring their individual strengths and potential are recognized and developed. We place great value on cultural capital, offering enriching experiences such as forest school, yoga, and a variety of trips and celebrations that broaden horizons. Our commitment extends to our staff through an exciting CPD program, supporting their growth and development. We believe that when staff are empowered to pursue their own interests and expertise, they deliver their best to our children, inspiring a love of learning that lasts a lifetime.

Shaping Futures:

We understand that strong, safe foundations are key to a successful future. Our nurturing, caring approach is reflected not only in how we support our children but also in how we care for staff and parents. We work collaboratively with families, ensuring that children feel secure, supported, and ready to face the world. By fostering a positive and strong team spirit, we give our entire community—children, parents, and staff—the best opportunities to achieve future success.

**STRENGTHENING
COMMUNITIES**

INSPIRING MINDS

SHAPING FUTURES

ABOUT THE ROLE



Job Title:	Early Years Educator
Grade:	Band 2 Level II
Section:	Queens Park Federation- Mary Paterson Nursery School & Dorothy Gardner Nursery School
Responsible to:	Headteacher

KEY PURPOSE

- to provide high quality care and education for the children attending the nursery
- to work as part of the nursery team in order to provide a broad, balanced, relevant and differentiated curriculum that meets the intellectual, social, moral, spiritual and physical needs of each child in the nursery implementing the nursery's ethos and agreed policies.

THIS ROLE WITH SUIT A CANDIDATE WHO

- is kind and caring, and able to support a child to feel safe, well cared for and settled at nursery
- has experience as a key worker, in particular working with families in different circumstances, listening and supporting them
- has excellent communication skills and can communicate well with parents, colleagues and children
- can work very well and supportively in a team
- has clear spoken and written English (for correspondence with parents)
- is flexible, able to be spontaneous, and work indoors and outdoors –whatever the weather!
- Is skilled at observing and 'tuning in' to a child at play, understanding how to support and scaffold their next steps of learning and development to deepen their involvement and learning
- is able to plan a sequence of learning activities, and evaluate and adapt depending on the needs and interests of the children
- is highly inclusive and knows a range of strategies and approaches to support children with additional needs
- is highly skilled and confident in quality interactions and able to support a child with sustained shared thinking
- genuinely loves working with children at this stage of development and has an enthusiastic and positive energy
- is interested in learning and developing, and adopts a reflective practice approach
- would enjoy an exciting curriculum combining outdoor learning, Forest school, yoga, creative and exploratory approaches and enrichment experiences, tailored around a strong understanding of each unique child

SPECIFIC RESPONSIBILITIES

For the children:

- to promote the learning and development of children aged 3-5 by working as part of a team so that a child's all round development is fostered
- to participate in curriculum planning and evaluation taking into account children's prior knowledge, experiences, needs and interests; the processes of early learning; defined areas of learning
- to assist in planning, organising, resourcing and evaluating the physical space in the nursery both inside and outside, to provide a learning environment that offers intellectual and creative stimuli, supports deep level learning, encourages the development of complex play, recognises and promotes ethnic, cultural and linguistic diversity and fosters children's sense of identity and self esteem
- to implement planned learning experiences and interventions with individual children or groups of children as appropriate, ensuring that each child has access to a broad, balanced and meaningful curriculum
- to foster the children's language development through meaningful and relevant activities that engage them, using questions and talk to develop children's ability to think and express their ideas
- in conjunction with the school's SENCO to plan and implement IAPs for children with a statement of special educational needs.
- to make continuous and focused observations of children involved across the whole provision

For the family:

- to promote parent's involvement in their children's learning and development and to support families by working with others in the team by doing the following:
- to be a family (key) worker to a group of children and to coordinate their records working in partnership with the child's parents or carers
- to share observations and assessments of children progress with parents or carers and encourage their active participation in the process through informal contacts, reviews of learning, regular meetings.
- increase parents awareness of the process of early learning through documentation and displays of children's work
- participate in dissemination of information about the school system and curriculum organisation in order to help the transition to primary school

For the school/setting/centre:

- to work as part of a multi professional team to create a caring and educational environment, promoting the ethos of values of the nursery.
- to represent the nursery at case conferences, multi professional or inter agency meetings and be an advocate for the child and their family.

For the school/setting/centre cont.

- to document the learning achieved by children across all the areas of learning and to use it to lead INSET, parents meeting and other.
- to share specialist knowledge with colleagues during informal daily interactions as well as staff meetings.
- to work at all times within the framework of the nursery.
- to draw from the expertise and advice of more experienced colleagues and to plan with outside agencies to meet the needs of individual children and families
- to take on responsibility, mentor and train students on various childcare courses as required.

Undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the Department/Section.

Children's standard:

To ensure the best outcomes for Westminster's children, employers in the City Council area have produced a "Westminster Standard" for all members of the children's workforce. This Standard will ensure that all staff working with our children are: "representative of the Westminster community, flexible, competent and confident, ready to listen to children and their carers, work in partnership with users and colleagues, and committed to safeguarding and providing the best possible service for children, as well as promoting their health and wellbeing".



STAFF VALUE HOW LEADERS SUPPORT THEIR PROFESSIONAL DEVELOPMENT. STAFF ALSO APPRECIATE LEADERS' WORK TO ENSURE THAT WORKLOAD IS MANAGEABLE.



HOW TO APPLY

We look forward to seeing your application. To apply for this role, please submit your CV and a cover letter to **sjupe-byrne@qpfed.co.uk**

Your supporting statement should be no longer than 3 sides of A4 and should be tailored to demonstrate your suitability for the post.

Interviews will be offered to those applicants best demonstrating skills, abilities and experience matching the person specification and can demonstrate and evidence their commitment to our federation.

QUESTIONS?

If you would like an informal discussion about any aspects of this job opportunity, please contact Sarah Jupe-Byrne (Head of School) on:

sjupe-byrne@qpfed.co.uk



Our settings

Queen's Park Primary School, Droop Street, W10 4DQ Tel: 0203 351 5860
Dorothy Gardner Nursery School, 293 Shirland Road, W9 3JY Tel: 0208 969 5835
Mary Paterson Nursery School, 13 Riverton Close, W9 3DS Tel: 0208 969 9683
Queen's Park Family Hub, 88 Bravington Road, W9 3AL Tel: 0207 641 5838
Bayswater Children's Centre, Shrewsbury Road, W2 5PR Tel: 0207 641 1350