



EYFS CLASS TEACHER Recruitment Pack

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Letter from the Headteacher

Dear Applicant,

Thank you for expressing an interest in applying for the position of EYFS Class Teacher at The Devonshire Hill Nursery and Primary School. This is an exciting and unique opportunity to work in a friendly and successful school, and to make a marked contribution to help shape its future and continue building on its successes.

In line with Haringey's Safer Recruitment policy, we ask that all parts of the application form are completed, and any gaps in employment history (with dates) clearly marked within Section 3.

Note that referees will be contacted, in advance, for those applicants selected for interview. Additionally, as this position involves close work with children, an enhanced DBS will be sought.

I look forward to receiving your completed application in due course. In the meantime, we strongly encourage you to visit our school, whereby we can show you around and answer any questions you may have regarding the role. Please go to our website at www.devonshirehill.com to find out more about our school.

Yours sincerely,

Julie D'Abreu | Headteacher

About The Devonshire Hill Nursery and Primary School

We are a Haringey Council Community School in Tottenham for children aged from 2 to 11. The majority of our families live locally. We are a two-form entry primary school with a nursery.

Devonshire Hill is a successful school with a solid history of success, retaining our Ofsted Good grading in October 2021. The staff and governors at our school are committed to providing the very best learning opportunities for children in a safe, secure and friendly community environment.

Early Years Foundation Stage

This is very exciting time to join our school as an Early Years Teacher as we embark on developing a new approach based on the work of:

Friedrich Froebel (1782 - 1852) Froebel's ideas were considered revolutionary in the 1850s but the principles of his work have since become part of modern, mainstream early years educational practice.

The Froebelian Principles

Unity and connectedness

Everything in the universe is connected. The more one is aware of this unity, the deeper the understanding of oneself, others, nature and the wider world. Children are whole beings whose thoughts, feelings and actions are interrelated. Young children learn in a holistic way and learning should never be compartmentalised, for everything links.

Autonomous learners

Each child is unique and what children can do rather than what they cannot, is the starting point for a child's learning. Children learn best by doing things for themselves and from becoming more aware of their own learning. Froebelian educators respect children for who they are and value them for their efforts. Helping children to reflect is a key feature of a Froebelian education.

The value of childhood in its own right

Childhood is not merely a preparation for the next stage in learning. Learning begins at birth and continues throughout life.

Relationships matter

The relationships of every child with themselves, their parents, carers, family and wider community are valued. Relationships are of central importance in a child's life.

Creativity and the power of symbols

Creativity is about children representing their own ideas in their own way, supported by a nurturing environment and people. As children begin to use and make symbols they express their inner thoughts and ideas and make meaning. Over time, literal reflections of everyday life, community and culture become more abstract and nuanced.

The central importance of play

Play is part of being human and helps children to relate their inner worlds of feelings, ideas and lived experiences taking them to new levels of thinking, feeling, imagining and creating and is a resource for the future. Children have ownership of their play. Froebelian education values the contribution of adults offering 'freedom with guidance' to enrich play as a learning context.

Engaging with nature

Experience and understanding of nature and our place in it, is an essential aspect of Froebelian practice. Through real life experiences, children learn about the interrelationship of all living things. This helps them to think about the bigger questions of the environment, sustainability and climate change.

Knowledgeable, nurturing educators

Early childhood educators who engage in their own learning and believe in principled and reflective practice are a key aspect of a Froebelian approach. Froebelian educators facilitate and guide, rather than instruct. They provide rich real life experiences and observe children carefully, supporting and extending their interests through 'freedom with guidance'.

By giving our youngest children the very best start we expect them to further develop their lifelong love of learning, equipped with great confidence, independence, knowledge and skills that will enable them to become successful and responsible citizens for the future.

Julie D'Abreu | Headteacher

Job Advert

JOB TITLE	: EYFS Class Teacher (ECTs are encouraged to apply)
RESPONSIBLE TO	: Headteacher
PAY SCALE	: MPS (Inner London)

The Devonshire Hill Nursery & Primary School is excited to offer this opportunity for a highly skilled Teacher to join our school.

Our school received an Ofsted 'Good' in October 2021, the Ofsted report opens with,

'Pupils love to talk about why their school is such a great place to be. They jump at the chance to discuss their learning. Pupils behave really well and thrive in the school's friendly and inclusive environment'.

To find out more about this exciting opportunity to join our school please contact the school to make an appointment to visit the school or speak with the Headteacher for more details.

We can offer you:

- The opportunity to be part of an exciting move to adopting the Froebel Principles
- To work with an experienced Early Years Leader who is a Froebelian trained teacher and part of the endorsed Froebelian Travelling Tutors team led by Tina Bruce and Dr Stella Louis
- An opportunity for you to make a real difference in the lives of children.
- A supportive school community.
- A welcoming and enthusiastic environment with a talented and dedicated staff team.
- Great CPD opportunities. We are a Haringey Education Partnership (HEP) member school.
- A newly refurbished nursery environment following substantial investment.

The successful candidate will need to have:

- Evidence of continuing and recent professional development relevant to the post
- Proven record of raising standards for all pupils, including underachieving pupils
- Experience of promoting positive behaviour conducive to learning, focused on raising standards.
- Experience of promoting highly effective communications within and between teams and other stakeholders in the school community
- A passion for teaching and investing in the development of the profession

All candidates

- Fantastic resilience with a real 'can do attitude'
- A great sense of humour
- Ability to work successfully as part of a team

Visit: <https://devonshirehill.com/about-us/vacancies/> for the recruitment pack/application form.

Closing date: Applications will be reviewed as received

Interview date: Interviews will be scheduled across May 2025

Start date: September 2025

The Devonshire Hill Nursery and Primary School is an equal opportunities employer. Our environment is diverse in character and in its student population and we aspire to reflect this diversity in our staff. We positively welcome applications from minority groups. We are committed to safeguarding and promoting the welfare of children. This is reflected in our rigorous approach to the recruitment and professional development of staff. The successful applicant will be subject to an enhanced DBS check.

Job Description

Job title	: Class Teacher in the Early Years Foundation Stage (ECTs are strongly encouraged to apply)
Responsible to	: Headteacher
Pay scale	: Main Pay Scale Inner London

Main Objectives:

- To be a confident, creative practitioner, modelling effective methodology and practice to inspire Early Years team members.
- To carry out the functions of a teacher in accordance with the professional standards for teachers and the School Teachers' Pay and Conditions Document as directed by the Headteacher.
- Teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs.
- To translate the vision into best practice through innovative planning and teaching that provides high quality learning.
- To work with zest, drive and determination to secure the long-term success of the school, supporting and promoting the vision, values and ethos to pupils, staff, Governors, parents and the wider community.
- Contribute to constructive relationships amongst teaching and non-teaching staff, parents and governors.
- To have due regard for safeguarding and promoting the welfare of children and to follow the child protection procedures adopted by the school.
- Take responsibility for a class of children determined on an annual basis by the Headteacher and in accordance with the duties listed below.

Standard Main Scale Responsibilities

- To be an exemplary practitioner, responsible for classroom management and organisation, planning, recording, reporting and the delivery of the EYFS curriculum to the class group, within the policies of the school.
- To inspire children to become active participants and independent learners.
- To ensure the learning agenda is shared creatively with the children.
- To be enthusiastic about initiating and trialling new teaching and learning methodology and to establish the EYFS framework.
- To ensure regular formative and summative observations are made of each pupil in the class to monitor and maximise performance in relation to developmental bands.
- To implement new initiatives with clarity and commitment and display flexibility towards curriculum changes.
- To provide a stimulating, secure and safe learning environment, both inside and out for the pupils, where children's work is well-displayed and pupils can interact with their chosen learning opportunities.
- To be responsible for discipline in the classroom and in other areas of the school as appropriate and to exercise pastoral care over the class.
- To participate positively and enthusiastically in the Early Years Team and Year Group Teams and whole school initiatives and development.
- To be committed to parental and community involvement and to the whole life of the school.
- To ensure high standards in all aspects of school life and work by setting high expectations for our children.
- To actively support the school's Forest School experience for pupils and promote in practice the Forest School methodology.
- To use the STEM resources and promote the learning in STEM for all pupils.
- To be prepared to undertake further professional development, be reflective in their practice and participate in school review procedures.
- To be committed to personal staff development and training.
- To promote and safeguard the welfare of children, carrying out and acting upon risk assessments as necessary.
- Other duties as may reasonably be required.

Professional Knowledge and Understanding:

- A sound knowledge and understanding of the Foundation Stage Curriculum.
- Must have an understanding of how the Foundations of learning link and are sequenced to the National Curriculum, September 2015 for Key Stage 1 & 2.
- A commitment to Assessment for Learning and ongoing Teacher Assessment.
- A clear understanding of what progress and better than expected progress looks like in relation to entry point and age related expectations and outcomes.
- A proven track record in raising attainment and standards.
- An understanding of curriculum and pedagogical issues relating to learning and teaching.
- Understanding of and commitment to the school policies, in particular implementation of the Pupil Behaviour and Discipline, Safeguarding and Child Protection, Health & Safety & Whistle Blowing Policies.
- Awareness of Health and Safety implementation in the workplace.
- Implementation of the school Equality Policy.
- Must understand what constitutes good practice and support for learners with English as an Additional Language.
- Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with English as an Additional Language and children with Special Educational Needs.
- Familiarity with writing and delivering effective plans for pupils with Special Educational Needs.
- Some knowledge of teaching in areas of high deprivation.
- The understanding of the importance of breadth of curriculum and extended learning opportunities to broaden the children's horizons and to demonstrate a commitment to this.
- Knowledge of the expectations of Ofsted in terms of:
 - o An understanding of mastery and learning at depth
 - o The need for all pupils to make good or better progress in terms of prior attainment measures
 - o For the vast majority of pupils to reach or exceed the expected standard.

Please Note:

This job description is intended as a guide to the general duties and responsibilities of this post, which reasonably may vary from time to time according to the needs of the service. It does not form part of the terms and conditions of employment.

General

- To carry out a share of supervisory duties in accordance with published rotas.
- To participate in appropriate meetings with colleagues, partnership schools and parents relative to the above duties.
- To participate in parents' evenings and school events outside of the teaching day as part of directed time in line with STPC.

All staff in school are expected to:

- Respond confidently and professionally to parents/carers, visitors and staff members at all times
- Demonstrate commitment in line with the school high expectations
- Identify own areas for professional development and commitment to the schools ethos of educational lifelong learning
- Work within the school policies & procedures
- Ensure the well-being of pupils is paramount
- Keep the class teacher accurately and robustly informed of the varying needs of pupils
- Attend training as required
- Keep up to date with DfE statutory guidance and the school's website to accurately inform stakeholders as needed.
- Be able to work from home if required in line with school practice and DfE/Ofsted guidance /requirements.

All teaching staff in school are expected to:

- Be able to deliver remote learning as and when required in line with school practice and DfE/Ofsted guidance /requirements.

Person Specification

Job title	: Class Teacher in Early Years Foundation Stage
Responsible to	: Headteacher
Pay scale	: Main Pay Scale Inner London

Experience and Qualifications:

- Educated to degree level
- Qualified teacher status (QTS)
- Recent experience of EYFS
- Proven ability and experience of developing a high performing team.
- Proven ability to raise and sustain high standards and outcomes for all children.
- Expertise in teaching phonics and early reading
- Experienced in promoting a high quality outdoor teaching and learning environment for pupils and staff.

Skills and Abilities:

- To have very high expectations of pupils and team members.
- A teacher with sound ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching through skilful use of ICT as a teaching and learning resource.
- Ability to team teach, coach and mentor other staff.
- Ability to be able to run highly supportive supervision for colleagues.
- Must be able to plan lessons and support colleagues with planning for all the pupils in a class, setting clear learning intentions and differentiated tasks.
- Must be able to keep accurate records of pupil progress in line with school policy and to use this as an exemplar of best practice as a model to others.
- Must be able to use assessments of pupils learning to inform future planning.
- Ability to plan and work collaboratively with colleagues.

Personal Qualities:

- Moral Purpose, to teach with a moral purpose, providing an environment that is conducive to learning and growth.
- Honesty, a good sense of humour, reliability, integrity and commitment to the success of the school.
- Resilience, enthusiasm, energy and vigour.
- Positive attitude.
- A sense of perspective.
- The ability to work under pressure.
- Sensitivity to the needs of others.
- Committed to safeguarding children.
- Excellent time management with the ability to prioritise to meet deadlines.
- A strong commitment to undertake further training and development as necessary.

As a member of the School staff the Post holder will be required to:

- Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection. Reporting all concerns to the appropriate person.
- Give a high profile to equality of opportunity in all areas of activity, including compliance with the Equality Policy.

Equality Policy:

- Ensure compliance with the Disability Statement, including the need to notify Personnel of any changes in circumstances.
- Participate in the agreed scheme for staff development, training and appraisal and be committed to continuous professional development

- Carry out all duties with due regard to Health and Safety Regulations. Under the Health and Safety at Work Act 1974 all staff have a duty to assure reasonable care for the Health and Safety of themselves and others affected by their acts or omissions at work and co-operate in meeting statutory requirements.
- The post-holder is required to respect the confidentiality of matters relating to students and other members of staff.
- The post holder must be aware of and comply with the requirements of the Data Protection Act (DPA), details of which will be made available.

Guidance Notes to completing your application form

HOW TO COMPLETE YOUR APPLICATION FORM

The application form plays an essential part in choosing the right person for a job. It is the information contained in your application and supporting statement that will decide whether or not you are invited for an interview or to the next stage in the selection process.

1. PERSONAL DETAILS

Where it says 'known as', this is for example if your official documentation shows you as 'Elizabeth', but you like to be known as 'Liz'.

WORKING IN THE UK

Under the Asylum & Immigration Act 1996, you will be required to provide proof of your eligibility to work in the UK.

We always need to see original documents. You will only be able to work for us once we are sure that you are eligible to work in the UK. If you are unsure about your status, then you should contact the Home Office.

2 to 3. PRESENT OR MOST RECENT EMPLOYMENT/ PREVIOUS EMPLOYMENT

We need you to provide us with your complete employment history, and any gaps in your employment history of more than one month should be explained – for example, carers and childcare responsibilities. We may ask for references to cover a full five-year history, which may include time spent at school/further education. For this five-year history please provide full postal addresses, including postcodes.

If you were employed by an agency during that time we need to know the agency details and the companies that you were placed at.

If you have been self-employed during the last five years, this means that we will need to see your tax returns for that period if you are successful.

If you have been claiming benefits in the past five years we may contact the Benefits Office to verify this if you are successful.

4. QUALIFICATIONS & TRAINING/ PROFESSIONAL QUALIFICATIONS

Please give details of your education, qualifications and training, starting with secondary school.

PROFESSIONAL QUALIFICATIONS

If we have requested that you have a professional qualification for this job (like QTS, HLTA status), you will need to provide us with the relevant original certificates/registration documents.

5. TRAINING COURSES ATTENDED IF RELEVANT

Mention any short courses that you have attended, including dates that are particularly relevant to the job you are applying for.

6. SUPPORTING STATEMENT & ACHIEVEMENTS

This section is your opportunity to tell us how you meet the criteria in the person specification. Take each relevant item and tell us about your skills, experience, knowledge and achievements.

Give specific examples of what you have done which prove your ability. If the person specification says, 'able to organise activities', you must do more than say, 'I am an organised person'. Give an example by describing something that you have done which tells us about the skills that you used and the steps that you took.

You can use examples from your home life, time spent in education, voluntary work or from your hobbies/interests if you do not have any formal experience.

7. REFEREES

You should provide the names and the addresses of two people who know you and who are able to comment on your suitability for the post. One of these should be your current or most recent employer. If you are a school or college leaver, give your head-teacher's or your tutor's name. It is always advisable to make sure that your referees know you have used their names before we contact them. The appropriateness and accuracy of references will be checked. You are also advised that any previous employer may be contacted to verify the details you provide.

8. REHABILITATION OF OFFENDERS ACT / DECLARATION

Please read this carefully before completion.

The DBS an Executive Agency of the Home Office, provides wider access to criminal record information through its Disclosure service. This service enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involving children or vulnerable adults. The DBS was established under Part V of the Police Act 1997 and was launched in March 2002.

Our borough's DBS & Rehabilitation of Offenders Policy is available upon request.

You can get more information about the DBS at [DBS Online](#)

Please make sure that you read and sign/positively tick the declaration.

All applicants are required to complete the online DBS form even if you do not have a criminal record.

We do not exclude people who are related to, or have a close personal relationship with our councillors, employees or school governors. We will make sure that they do not take part in the selection for this post.

MONITORING

This Authority has an Equal Opportunity in Employment Policy, which we ensure that we monitor to ensure that our employees reflect the community that we serve. The information provided will be treated in strictest confidence, is never available to the recruiting manager and will only be used for monitoring purposes.

APPLICATION DEADLINE

Completed application forms must be received as soon as possible across May 2025.

Available channels for application documents submission include:

- recruitment@devonshirehill.haringey.sch.uk with your initial, surname and the position you're applying for in the subject line; e.g. JBloggs – Teaching Assistant;
- Post application form and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB;**
- Hand deliver application form and other supporting documents to: **Headteacher, The Devonshire Hill Nursery and Primary School, Weir Hall Road, London N17 8LB.**



Equality Objectives Statement

Under the Equality Act 2010, the school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Aims to eradicate discrimination

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness. We are committed to having a balanced and broad curriculum.

We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in an age appropriate way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs. Dealing with prejudice. We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost seriousness. When an incident is reported, through our reporting procedure, our school will ensure appropriate action is taken and a fair resolution is put into place.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.
- The school's employee's will:
 - o Promote diversity and equality.
 - o Encourage and adopt an inclusive attitude.
 - o Lead by example.

Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality. We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community. Equality permeates all school policies and practices, however, this statement operates in conjunction with the following policies in particular:

- Equality Information & Objectives Policy
- Complaints Procedures Policy
- Equal Opportunities Policy
- Grievance Policy
- Disciplinary Policy and Procedures
- Anti-bullying Policy
- Safeguarding Policy and Procedures
- SEND Policy
- Family Friendly Policies
- Data Protection Policies

Safeguarding Written Statement

The Devonshire Hill Nursery and Primary School is a safe place for children, where our responsibilities for safeguarding children are taken seriously.

Through our curriculum we teach the children about personal safety, and how to keep themselves safe from harm.

There is a strong anti-bullying ethos evident throughout the school. We teach our children how to recognise bullying, how to keep themselves safe from bullying behaviour and how to report it. We listen to our children.

Our curriculum includes opportunities to discuss feelings and emotions, and helps children to think about their own personal safety and their rights as individuals to be kept safe from harm.

We teach our children about the uses and misuses of drugs, at an age-appropriate time and level.

Our relationships, sex health education programme teaches children about keeping themselves safe from harm, at an age appropriate level.

We have clear guidance to help children to use the Internet safely.

Our policies and agreed practices for child protection, health and safety, behaviour management, attendance and looked-after children all comply with the recommendations of safeguarding children at school. We have a trained and designated child protection officer and deputy officer, and a designated governor with responsibility for child protection practices at the school.

We have policies to manage potential allegations against staff, whistleblowing and the use of physical intervention.

Our staff recruitment policies and practices are rigorous and comply with safe recruitment and selection requirements. We always pursue identity checks and qualification checks and we take up and scrutinise written references before employment.

We require evidence of enhanced Disclosure and Barring Services (DBS) clearance before employing any staff, in addition to pursuing List 99 checks.

All governors, voluntary helpers, supply teachers, agency staff, and outside club and coaching staff are required to provide evidence of enhanced DBS clearance.

The governing body is regularly updated about child protection, anti-bullying and safeguarding policies and practices by the Headteacher.

It is the responsibility of every adult in the school to ensure that we maintain the highest level of awareness about possible unsafe practices and deal with any issues immediately and appropriately.

This Safeguarding Statement should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy and Principles;
- Health and Safety Policy;
- Online Safety Policy;
- Disclosure and Barring Services Checks Policy;
- Anti-Bullying Policy;
- Supporting Pupils with Medical Conditions Policy;
- Lettings Policy.
- Relationships, Sex, Health Education and Relationships Policy;
- Attendance and Truancy Policy;
- Drugs;
- Safer Recruitment Policy;
- Whistleblowing Policy;
- Pupil Behaviour and Discipline Policy;
- Staff Handbook;
- Induction Handbook