

Candidate Information Pack

EYFS Class Teacher – Nursery

Parish C of E Primary School
Charles Street
St Helens
Merseyside
WA10 1LW

Telephone: 01744 678430
Email: parish.sthelens@ldst.org.uk
Website: <http://www.parish.st-helens.sch.uk/>

Learn, Love and Achieve, Together with Jesus

Our Trust Prayer

We thank you, God of Love, for the gift of children,
Bless the work of our Trust, that in all we do
young people may grow in wisdom and stature,
and so come
to know you,
to love you
and to serve you
as Jesus did.

We make this prayer in his name who is God
with you and the Holy Spirit, now and forever.

Amen

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About Liverpool Diocesan Schools Trust

LDST Vision and Purpose

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What is our purpose?

Working together with our school communities, provide an excellent education and life-enhancing relationships with the Christian faith and Jesus Christ.

We do this through:

- Being a family of schools that is committed to well-being and supporting each other, so that all children, learners and staff across our Trust, flourish.
- Connecting with each other to share practice and provide an excellent education that is built on distinctly Christian values.
- A commitment to inclusion, ensuring that all learners thrive through an education that teaches wisdom, instils hope, nurtures community and embeds dignity and respect.
- Strong bonds of collaboration, innovative approaches to education and a shared purpose amongst schools, families and communities.

What is our vision?

As a Diocesan Trust, our Christian values are intrinsically linked to our commitment to provide an innovative, high quality education, so that children and learners make excellent progress and fulfil their academic potential, by ensuring that:

- We live out our **Christian values** to **develop future citizens** who can contribute positively to a caring, compassionate nation
- We share a Trust-wide commitment to providing an **education** that enables children and learners to **flourish and achieve** - academically, spiritually, morally, socially, culturally, physically.
- We celebrate **diversity**, address **inequality**, **overcome disadvantage** and **raise aspirations** so that learners can achieve their **highest academic potential**.
- Access to an **inspirational curriculum** and **excellent teaching** enables our children to acquire a **deep body of knowledge** and a zest for **life-long learning**
- Our schools can thrive under outstanding **local leadership**, accountable to the Executive team and Board of Directors.
- We identify **talents** and provide opportunities for **staff** to develop, pursue career developments and contribute significantly to **wider improvements**

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- We maintain a strong emphasis on **safeguarding** and the **mental health and well-being** of all our pupils and staff
- Our schools are self-sustaining, **inclusive learning communities** of professionals who **connect and collaborate** to **share best practice** and **innovative approaches rooted in informed evidence**

Our Core values:

We value Difference:

We are respectful of the:

- **Uniqueness** of each individual school
- **Differences** within each school and community

We value Local

- Providing **aligned support and central services** to **empower local leaders** to make **local decisions** that meet the needs of the **local communities**

We value Collaboration

- We value the opportunities to **collaborate** and work as a **team** to improve outcomes across our Trust
- *And let us consider how we may spur one another on toward love and good deeds....encouraging one another'* **Hebrews 10:24-25**.

We value Inclusion

- We welcome **all** and are committed to ensuring that **each pupil** receives an educational experience related to their **own** personal gifts or needs
- We celebrate **diversity** and the individual talents of our pupils and staff

What does LDST mean to our employees and children?

Love: loving God, yourself and others

Discipleship: following in the footsteps of Jesus

Success: Being the best you can be and encouraging others to be the best they can be,

Trust: a family of schools, a family for life, supporting each other

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About Parish Church of England Primary School

Parish is a very successful, happy school built on Christian beliefs and values of Faith, Hope and Love.

It is a one form entry Church of England Primary school with an intake of 30 children each September. We also have a Pre-School Nursery which offers 30 hours per week placements and wraparound care.

Our dedicated and dynamic team at Parish work extremely hard to ensure that all our children are able to learn in an inclusive, safe and secure environment. We aim to provide a high-quality education, which enables each child to realise their full potential. We value strong partnerships with parents, governors, the Church and local community and work closely with them to ensure that our children leave the school as well-rounded individuals.

We were judged to be 'outstanding' by Ofsted in January 2022 and we were also awarded an 'outstanding Church School' grading in our June 2016 SIAMs inspection.

In 2021 we received the 'Innovative and Creative Literacy' award for the third year running at the prestigious Educate Awards and we also hold many educational accolades, such as the Early Years Quality Mark and the School Games Gold Award.

We are exceptionally proud of our school and hope that our website will give you a real insight into what makes Parish a truly special place to work and learn.

<http://www.parish.st-helens.sch.uk/>



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St James' House, 20 St James Road, Liverpool L1 7BY
contact@ldst.org.uk | www.ldst.org.uk

 **THE CHURCH
OF ENGLAND**

Job Description

Title: EYFS Class Teacher (Nursery)

Salary: Main Scale M1-M3

Hours: Full Time

Contract: Temporary (to be reviewed at end of academic year 22/23)

Accountable to: EYFS Leader/Senior Leadership Team

Location: Parish CE Primary School, St Helens, WA10 1LW

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job commensurate with the salary and job title.

The postholder will;

- Carry out duties of a school teacher as defined in the current National Conditions of Service document.
- Be responsible to the Headteacher for the education, welfare and development of groups of children.

Duties and Responsibilities:

Teaching, to:

- Teach an inspiring and appropriate Early Years Curriculum following the Early Years Foundation Stage (EYFS) guidance
- Ensure children are settled in well to Nursery and prepared for the transition to Reception
- Be accountable for the attainment, progress and outcome of pupils you teach and monitor every child's progress against the Early Learning goals, whilst following the EYFS curriculum
- Set clear and challenging EYFS targets that build on prior attainment for each pupil; use an appropriate range of observation, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment

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- Liaise effectively with parents and offer opportunities for them to engage in their child's learning at home
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL (English as an additional language); and/or disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them all
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the use of standard spoken English and the teaching of early reading and phonics
- Make accurate and productive use of assessment to secure pupils' progress and ensure every child makes good progress from their Nursery Baseline

Behaviour and Safety to:

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect, and to establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage the class effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge
- Maintain a good relationship with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive behaviour, attitude and values which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- To ensure that educational needs of all pupils in your class are fully met and liaise with the SENCO and External Agencies where necessary to support children with special needs
- To inform the SENCO of any concerns relating to the development of a child
- To inform the Designated Safeguarding Lead of any concerns relating to the safety or well-being of a child

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Team Working, to;

- Act as a role model for staff, demonstrating a high quality of teaching, learning and assessment in the Early Years
- Work with colleagues to create a stimulating learning environment for teaching and learning in the Early Years
- Participate in relevant meetings / professional development opportunities at school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice
- Ensure that Teaching Assistants working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil

Fulfill Wider Professional Responsibilities, to:

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of Parish CE Primary School

Professional Development:

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as a result of your Early Career Programme/Appraisal

Other:

- To have professional regard for the ethos, policies and procedures of Parish CE Primary School and maintain high standards in your own attendance and punctuality
- Adhere to the expectations set out in the school Staff Handbook
- Is committed to upholding the Christian ethos of the school.

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This job description is intended to clarify the main duties and responsibilities of the post, but it is not intended to be an exhaustive list of all the tasks undertaken by the post. The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post.

Liverpool Diocesan Schools Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Further Safeguarding policies can be found <http://www.parish.st-helens.sch.uk/page/policies/11392>.

Candidates should also refer to 'Guidance for safer working practice for those working with children and young people in education settings' which can be found by following the link -

<https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>

Appointment to this post is subject to a satisfactory enhanced DBS check, 2 satisfactory references, and verification of qualifications.

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Person Specification

We strive to achieve excellence. To achieve this, you will need to:

- > Champion and role model a culture of high aspirations and high expectations
- > Work flexibly to meet the changing demands and priorities
- > Ensure that all staff are respectful towards pupils, with an unshakeable belief in their entitlement to a high-quality education
- > Engage with and promote the aims and objectives of both the school and LDST

	Essential	Desirable
Qualifications & Experience		
Faith Commitment	<ul style="list-style-type: none"> Promote the school's Christian Vision and Values Support the distinctly Christian Ethos of the school. 	<ul style="list-style-type: none"> Full and active member of a church in membership of Churches Together in England.
Education	<ul style="list-style-type: none"> A degree or equivalent with Qualified Teacher Status. 	<ul style="list-style-type: none"> Early Years Teacher Specialist.
Experience	<ul style="list-style-type: none"> Experience of working within a Foundation Stage classroom. 	<ul style="list-style-type: none"> Forest School experience or equivalent / experience of using the outdoors to enhance learning. Experience Early Years moderation procedures.
Professional Knowledge		
Safeguarding	<ul style="list-style-type: none"> Thorough knowledge and understanding of safeguarding children. 	<ul style="list-style-type: none"> Experience of working and engaging with other agencies.
Teaching, Learning & Assessment	<ul style="list-style-type: none"> Be a highly effective practitioner. Understanding of the new Early Years Foundation Stage Framework (September 2021) Understanding of assessment and progress in the Early Years. Understanding of Early Maths teaching. 	<ul style="list-style-type: none"> Experience of the Read, Write, Inc Programme. Experience of Talk 4 Writing approaches. Experience of WordAware Approaches

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	<ul style="list-style-type: none"> • Understanding of the importance of Early Reading (including pre-phonics and phonics) • Can demonstrate effective partnerships and engagement with parents through parental voice for example. • Values the role of exploration and creativity through play opportunities in the Early Years. • Experience of delivering high quality phonics sessions to deliver outcomes for all. • Understanding and experience in supporting SEND and disadvantaged pupils. 	
Performance Analysis	<ul style="list-style-type: none"> • Is able to use data to impact on standards within their classroom ensuring high outcomes for all. 	<ul style="list-style-type: none"> • Has experience of analysing the performance of different vulnerable groupings.
Professional Skills		
Ethos	<ul style="list-style-type: none"> • A holistic approach to the well-being and education of pupils • The ability to challenge and engage children in their learning through creative opportunities, with high levels of expectations of all learners. 	
Curriculum	<ul style="list-style-type: none"> • The ability and commitment to fulfil the Trust's vision allowing children to 'flourish' in a unique way at Parish CE Primary. • A commitment to actively using the outdoors to enhance learning opportunities. 	<ul style="list-style-type: none"> • Experience of using the 'Outdoors' to enhance learning regularly. • Keen interest in the Arts, which is utilised to enhance classroom environments. • Understanding of Reggio Emilia Approaches.
Professional Attributes		

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Relationships	<ul style="list-style-type: none"> • Ability and willingness to work collaboratively and supportively within the school team. • Able to inspire confidence and respect amongst colleagues and the school community. • Builds effective and professional working relationships with parents, Governors, Trust members and the wider community. 	
Attitude	<ul style="list-style-type: none"> • A person who has the energy and commitment to support the Leadership team and Governors to provide an outstanding start for all pupils. • Is proactive and passionate about Early Years • Is committed to their own professional development. • Is a creative thinker, who strives to embed innovative practice and strategies to improve learning for pupils. • Consistently reflects the highest levels of professionalism as a role model at all times and demonstrates the school's aims and values at all times. 	<ul style="list-style-type: none"> • Is aspirational and committed to their professional development as a future leader.

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How to Apply

Application Process

The application process for this role is a 2 stage process:

- Application form
- Selection Day

To be considered for this role you must complete the LDST application form. We are unable to accept CV applications, or applications from agencies.

Once the closing date has been reached all applications will be reviewed. The candidates who best demonstrate the skills listed in the person specification in their application will be invited to interview.

To ask any questions, or to submit your completed application form, please email the School Business Manager, Rachel Clare at rachel.clare@ldst.org.uk or contact the school office on 01744 678430. Visits to the school are welcome and can be arranged by also calling the school office.

LDST reserves the right not to progress candidates to the next stage of the process, or not to appoint to the role, if candidates fail to demonstrate the essential criteria in the person specification.

Applicants from overseas, outside the EEA, are advised to obtain an overseas criminal check before they apply for a visa as the post is in the education sector.

Closing Date: Friday 17th June 2022 at 9am

Interview Date: Week Beginning 20th June 2022 (Day TBC)

Start Date of Post: 1st September 2022

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