

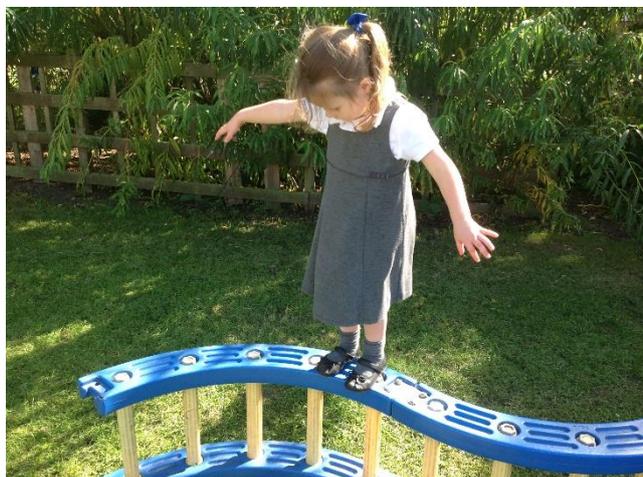
# William Lilley Infant & Nursery School



We were nominated in



The SEND Awards  
2019



## EYFS Coordinator Candidate 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 and drive excellence in teaching, learning and the EYFS curriculum.

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](mailto: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 6 MDSAs. 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."



Pupil Statistics as at January 2025 Census		
Category	Number	Percentage
Pupils Eligible for Pupil Premium or EY Pupil Premium	30	27.7
Pupils with EAL	13	8.84
Pupils with SEN	40	27.21
Pupils with an EHCP	4	2.72

## 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. Core knowledge and skills in Reading, Writing and Maths are carefully tracked and monitored, with careful intervention for any child needing additional support. The curriculum ensures a wide coverage and fun, engaging learning activities are carefully planned into the topics and led through our 'Curriculum Drivers'. Staff work alongside one another in key stage teams for PPA to encourage collaboration and professional dialogue. We endeavour to use the local environment as much as possible to enhance the children's learning and regularly

invite members of the Community to visit our school. Our curriculum puts great emphasis on individual learning in order to support each child's wellbeing through activities such as SCARF, SEAL, mindfulness, peer massage and yoga.

We also offer a wide range of after school clubs, which are run by staff and include activities such as Gardening, Computing and dance which are run by staff within the school.

### 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

Required from September 2025 or earlier, this is a rare and exciting opportunity to shape and lead the Early Years Foundation Stage (EYFS) provision at our school and to become a member of the School Leadership Team. We are looking for an inspirational, ambitious teacher with a proven track record of raising standards who can contribute to and drive excellence in: teaching, learning, and the EYFS curriculum.

This unique position will shape EYFS provision within the school as we are restructuring our EYFS provision to include 2 year old provision and a further EYFS unit which builds our current excellent provision. In this role you will support the leading of the restructure through the line management of a small, highly skilled team, ensuring high-quality teaching and learning, ensuring excellent progress for all children in all areas and delivering quality, daily classroom practice. EYFS is a strength of our school as children 'get off to a flying start'. We are seeking a leader who can build upon these high standards.

As the EYFS Lead, you will play a key role in the experience of our youngest learners, ensuring every child has the opportunity to shine at the start of their learning journey. We aim to promote high aspirations for all and a love of learning through a rich and creative curriculum, which is rooted in fun, engaging and playful first-hand experiences. We welcome and celebrate uniqueness of every child and strive to support them their first steps into education and helping them to reach their full potential in all aspects of school life.

The ideal candidate will:

- is an outstanding EYFS teacher.
- uses effective EYFS pedagogy to inspire positive outcomes across foundation stage
- is committed to raising standards for all pupils.
- is an effective communicator, who can work effectively within key stage teams across the school implementing a vision of growth for our school.
- is an outstanding team player with excellent interpersonal skills.
- has a proven track record of implementing effective school improvement strategies which raise attainment.
- can work creatively in partnership with pupils, families, staff, governors and the wider community.
- is committed to engage in all aspects of wider school life and development
- has experience of supporting children with Special Educational Needs and an understanding of how to overcome barriers to learning.
- is committed to the safeguarding and well-being of children.

We will offer you

- a friendly welcoming community where every child is known and valued.
- a dedicated purposeful environment with a high standard of pupil work and behaviour.
- a committed and motivated staff team
- Personalised professional development opportunities.
- a very supportive, enthusiastic and progressive Governing Body.
- an opportunity to make a difference.
- talented, confident and happy children.

Visits to the school are strongly recommended. Please phone the school office (0115 917 9277) to arrange an appointment.

# Job Description

*To be read in conjunction with the Schools Teachers' Pay & Conditions Document (STPCD).*

## LEADERSHIP & MANAGEMENT

- To develop the Core EYFS vision and curriculum, with creativity and high standards at its heart.
- To ensure provision and practice across EYFS takes into account recent teaching pedagogy
- To coordinate and evaluate provision across EYFS continuity through monitoring and review
- To be a key contributor to the Leadership Team, supporting the ethos and standards of the school and determining its needs and priorities
- To be a Performance Management/Appraisal Team Leader for teaching and support staff
- To identify professional development needs and co-ordinate staff development programmes to raise levels of achievement.
- To build a collaborative Early Years team, reacting to staff needs through monitoring, mentoring, team teaching, demonstrations and mutual support
- To build capacity for self-evaluation and developmental priorities and strategically plan improvements in Early Years practice
- To be responsible for the implementation and evaluation of agreed development strategies on the School Improvement Plan
- To assist in planning and implementing timetables, rotas and systems to ensure the smooth day to day running of the school.
- To extend parental links and home/school partnerships in terms of EYFS expectations, curriculum understanding and methodology
- To be reflective leader, displaying positivity, professionalism and commitment to all areas of school life
- To lead and manage a 'Curriculum driver', including the leading of a core subject across the school as delegated within the role.
- To lead on the 'Communication Heroes' Curriculum Driver, which incorporates EYFS and oracy across school.

## TEACHING & LEARNING

- To be the lead teacher for EYFS displaying expertise in a range of creative teaching methodologies to address pupils' early learning needs.
- To develop and creatively expand the indoor and outdoor Learning Environment to ensure opportunities for imaginary play and learning.
- 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 high quality and effective assessment of pupils across the Early Years and through the completion of the Early Years Foundation Stage profile.

- To be enthusiastic about initiating and trialling new teaching and learning methodology and establish the new EYFS framework.
- 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 child chosen learning opportunities.
- To work alongside colleagues in order to support initiatives for raising achievement and the quality of teaching and learning.
- To ensure the progress of pupils is rigorously monitored through analysing data to ensure accelerated progress, and implementing support plans when achievement is not strong.

### **PASTORAL CARE & SAFEGUARDING**

- To have a high profile and actively engage with pupils and parents/carers to support children's achievement and wellbeing.
- To work closely with the SENCo and other staff to ensure that all pupils who have additional needs are identified early and have adequate provision to meet their individual targets and make good progress.
- To cooperate and work with relevant agencies to protect children.
- To actively support staff in maintaining high standards of behaviour among all pupils throughout the school

### **PARENTS, THE COMMUNITY & EXTENDED SCHOLS**

- To develop good professional relationships with parents, Governors and members of the community.
- To play a full part in the life of the school community, supporting in promoting the school within the community
- To encourage parents to participate in the life of the school in a variety of ways
- To co-ordinate and assist with school events, during and out of school hours.

### **ADDITIONAL RESPONSIBILITIES & GENERAL REQUIREMENTS**

- Work in cooperation with colleagues and establish and maintain good relationships with staff and children.
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination.
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed timescale.
- Attending and participating in relevant training, sharing knowledge and ideas gained with colleagues.

## PROFESSIONAL CHARACTERISTICS

Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:

- inspiring trust and confidence,
- building team commitment,
- engaging and motivating pupils,
- analytical thinking,
- taking positive action to improve the quality of pupils' learning.

*N.B. Over time, the needs of the school will change. As a member of the Leadership Team, areas of responsibility may need to be adapted to support school improvement planning and professional development. This Job Description may be amended at any time, after discussion, but, in any case, will be reviewed annually.*

# Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Current Qualified Teacher Status.</li> <li>• Evidence of participation in recent professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading professional development.</li> </ul>
Teaching Experience	<ul style="list-style-type: none"> <li>• Teaching experience of Foundation Stage.</li> <li>• Development of learning and teaching.</li> <li>• Excellent classroom practitioner in terms of planning, delivery, supporting vulnerable children and creatively organising the learning environment.</li> <li>• Experience of creating a stimulating classroom and differentiated play based environment.</li> <li>• Experience of effectively supporting disadvantaged children to achieve well.</li> <li>• Knowledge and experience of assessment procedures, moderation and evaluation at Early Years.</li> <li>• Ability to manage, coordinate and monitor an area of the curriculum.</li> <li>• Resource management.</li> <li>• Experience of working as part of a team.</li> <li>• Awareness of safeguarding and promoting the welfare of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching experience in Key Stage 1.</li> <li>• Experience of working in more than one school.</li> <li>• At least 5 years' teaching experience.</li> <li>• Knowledge of the new EYFS Curriculum.</li> <li>• Personnel management.</li> <li>• Leadership experience.</li> </ul>

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none"> <li>• Energetic, creative and lively member of staff who is flexible, adaptable and committed to the whole life of the school.</li> <li>• High expectations of pupil achievement.</li> <li>• Caring attitude to children and parents.</li> <li>• Ability to project enthusiasm to staff, pupils and parents.</li> <li>• Well-motivated, dedicated and able to manage time effectively.</li> <li>• Gifted at communicating and enthusiasm for learning to young children.</li> </ul>	

*These responsibilities are in addition to those professional responsibilities which are common to all classroom teachers in school.*

# How to Apply

Should you wish to apply for the post, please complete and return an application form, along with a covering letter addressed which clearly demonstrates your suitability for this role. Applications can be submitted via email to [jjenkins@williamlilley.notts.sch.uk](mailto: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 12.00 noon on Friday 25 April 2025.

## **Shortlisting**

Candidates successfully shortlisted will be contacted by 5.00pm, Friday 25 April 2025.

## **Interview**

Interviews for the role will be held on Tuesday 29 April 2025.

## **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**