2026

Recruitment Job Pack

Nursery Classroom Teacher

Netley Primary School & Woodlands (Centre for Autism)







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NETLEY
PRIMARY SCHOOL

Netley Campus, 74 Stanhope Street, London NW1 3EX Tel: 020 3772 0350

email: admin@netley.camden.sch.uk www.netley.camden.sch.uk

Headteacher: Gareth Morris

Deputy Headteacher: Monique Jacobs

5th November 2026

Dear candidate

We are looking for an inspiring, passionate teacher to join the happy, dedicated, and hardworking staff at Netley Primary School, based in our vibrant Nursery classroom. As our current teacher is moving to an internal leadership role, this is a perfect opportunity to gain premier experience in a renowned Early Years Foundation Stage (EYFS) setting that benefits from extensive on-site SEND expertise. We welcome outstanding applicants from across the entire primary range who have a passion for early education.

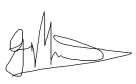
High-Impact Teaching in an Outstanding Early Years Setting This is an exceptional opportunity to shape the critical first steps of our children's educational journey. If you are looking for a role where you can foster curiosity, language development, and foundational skills through high-quality, play-based learning, this position offers the ideal environment. You will lead a joyous and dynamic Nursery class, backed by a fantastic, dedicated team of Early Years Educators and support assistants to help you deliver truly tailored, child-centered learning.

Our Campus and Community Netley Campus is a vibrant, inclusive, and culturally rich learning hub. Our campus uniquely brings together our mainstream primary school, the Woodlands Autism unit, Acorns (our specialised provision for two-year-olds), and a separate school on site, Robson House PRU. We are a large, wonderfully diverse school driven by a fierce commitment to inclusion and equity. Located in the Regents Park estate, our school serves a community facing some of the highest socio-economic challenges in England. We view this as our proudest purpose: our staff are deeply committed to driving social mobility, happiness, and high aspirations for every single child.

Unrivaled Professional Development (CPD) Based within our Early Years phase, you will benefit from a robust support ecosystem. Line management, bespoke coaching, and collaborative planning will be directly provided by our experienced EYFS Phase Leadership team. Furthermore, because of our unique campus makeup, you will have unparalleled access to shared expertise from our on-site SEND and autism specialists. Whether you are an experienced EYFS practitioner or a mainstream teacher looking to master early childhood pedagogy, the professional growth, mentorship, and career progression offered in this role are unmatched.

We look forward to talking to you more about the role

Yours sincerely



Gareth Morris

Headteacher

How to Apply

Please refer to the Person Specification when completing your application form, ensuring you address the essential criteria (and desirable criteria, where applicable).

- **Submission:** Email your completed form to **jobs@netley.camden.sch.uk** marked **'SEND Class Teacher Application'**. Alternatively, you may post or hand-deliver documents to the school address above.
- **Important Labeling:** All application forms must be clearly labeled **'Nursery Class Teacher'**.
- **Closing Date:** 12:00 Noon, Thursday 26th November 2026.
- **Interviews:** wk commencing 30th November

Come and Visit Us!

We strongly encourage prospective candidates to visit Netley to experience the warmth, energy, and community spirit of our campus firsthand. To arrange a visit, please contact the school office on **020 3772 0350** or email **jobs@netley.camden.sch.uk**

We look forward to receiving your application and potentially welcoming you to the Netley community.

Job Description

Nursery Class Teacher (Main Pay Scale)

NETLEY PRIMARY SCHOOL

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description may be amended at any time following discussion between the Head of School and member of staff, and will be reviewed annually.

Line Manager: Head of Early Years/Headteacher

Core Purpose The class teacher will:

- Have high expectations and work collaboratively with colleagues in ensuring a high-quality education and care is provided to pupils.
- Fully support the school's vision and ethos, forge professional relationships, subscribe to the school's code of conduct and implement all policies.
- Ensure that the statutory welfare and safeguarding requirements of the EYFS are met at all times.

Teaching

Set high expectations which inspire, motivate and challenge pupils

- Establish a purposeful learning environment where pupils feel secure and confident; where diversity is valued; where there are opportunities to maximise teaching and learning.

- Design, resource, and maintain a high-quality "enabling environment" (both indoors and outdoors) that supports continuous provision and promotes child-initiated play and independent exploration.

- 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.

Demonstrate good subject and curriculum knowledge

- Have secure knowledge of the Early Years Foundation Stage (EYFS) Statutory Framework, including the prime and specific areas of learning and development.

- Understand the pedagogy of early childhood development, effectively balancing play-based, child-initiated learning with focused, adult-led activities.

- Demonstrate a clear understanding of systematic synthetic phonics when teaching early reading and phase-appropriate pre-phonics listening/language skills.

- Demonstrate a clear understanding of appropriate teaching strategies when teaching early mathematics, embedding numbers and shape/space into everyday continuous provision.

- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and early communication and language development across the curriculum.

- Utilise the SHREC pedagogy and WellCOMM assessments to ensure development of language

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of both focused lesson time and in-the-moment planning during continuous provision.

- Promote a love of learning and children's intellectual curiosity.

- Plan engaging, sensory, and experiential learning opportunities that respond directly to the children's current interests and developmental stages.

- Reflect systematically on the effectiveness of lessons and approaches to teaching.

- Give immediate, constructive feedback which supports pupil learning, to enable pupil reflection and self-evaluation leading to improved learning.

- Maintain an attractive, stimulating, and well-organised classroom that acts as the "third teacher" to scaffold learning.

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.

- Demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.

- Have a clear understanding of the needs of all pupils, including those with special educational needs (including early identification and interventions); 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.

- Incorporate sensory breaks, speech and language strategies, and targeted early interventions seamlessly into the daily nursery routine.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant EYFS areas of learning, including statutory assessment requirements such as the two-year-old progress check (if applicable) and preparation for the EYFS Profile.

- Utilise observational assessment effectively to capture 'in-the-moment' learning, track development, and identify immediate next steps.

- Use relevant data to monitor progress, set targets, and plan subsequent focus activities and environmental enhancements.

- Give pupils regular feedback, both orally and through accurate marking (where phase-appropriate), and encourage pupils to respond to the feedback.

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, supporting young children in self-regulation and managing their own feelings and behaviour, using emotion coaching strategies.

- 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 pupils' needs in order to involve and motivate them.

- Ensure the safe and dignified management of intimate care and toileting routines, in line with the school's safeguarding and intimate care policies.

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 (such as Health Visitors, Speech and Language Therapists, and SEND teams).

- Direct, model, and collaborate effectively with Early Years Educators, Nursery Nurses, and support staff to ensure high-quality interactions across the setting.

- Act as a Key Person (where applicable), building strong, trusting attachments with a designated group of children to ensure their emotional security.

- Build and maintain robust working relationships with parents and carers as the child's "first educators," facilitating smooth transitions into the setting (including settling-in periods and home visits).

- Communicate effectively with parents with regard to pupils' achievements, well-being, and daily developmental milestones.

- Keep up-to-date with current educational thinking by attending relevant in-service training.

- Take part in regular performance management and fully in the corporate life of the school.

Personal and professional conduct You are 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 your conduct as a teacher.

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside 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 pupils' 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.

- Have proper and professional regard for the ethos, policies, and practices of the school.

- Maintain high standards of attendance and punctuality.

- Have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.

PERSON SPECIFICATION: Nursery Class Teacher

Person Specification

*The candidates are required to address the selection criteria in their letter of application. Candidates must show **evidence** of the following criteria, which will be used as part of the selection procedure:*

	Essential
Qualifications & Professional Development	· A Degree or relevant professional qualification · Qualified teacher status · Ability to identify own learning needs · Enjoy challenge
	Desirable
	· Evidence of on-going professional development and research particularly relating to Early Years pedagogy · Perform efficiently in all aspects of classroom practice · Paediatric First Aid Certificate
Experience	**Essential**
	· Evidence of consistently good to outstanding teaching within an Early Years or Nursery setting · Successful experience of whole class teaching in an inner city primary school or diverse early years setting · Experience of planning, resourcing and delivering continuous provision and play based learning
	Desirable
	· Recent experience in a school with a majority of EAL Learners · Teaching experience across different age ranges, including wider EYFS (eg 2 year old provision or Reception) · Awareness of the expectations of teachers working within culturally diverse communities
Knowledge & Understanding	**Essential**
	· Detailed knowledge of the Early Years Foundation Stage (EYFS) Statutory Framework, including the prime and specific areas of learning and development (replacing the primary National Curriculum requirement for this specific role) · Knowledge of how to monitor, assess and record evidence of children's learning · Have a working knowledge of teachers' professional standards, duties and legal responsibilities · Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils including the use of digital technology . Understanding of systematic synthetic phonics (Phase 1) and early mathematical development.
	Desirable

	. Detailed understanding of Birth to 5 matters · Secure knowledge of statutory requirements relating to the Primary National Curriculum (useful for understanding transitions into Key Stage 1). . Knowledge and understanding of teaching children who have special educational needs and of children who are learning English as an additional language · Understanding of Equal Opportunities implications for teaching and learning · Successful experience in creating an effective learning environment and developing successful behaviour management · Have good knowledge experience of using digital technology to enhance learning
Skills & Abilities	**Essential**
	· Ability to plan and teach the curriculum taking account of children's different needs and assessment for learning, balancing adult-led activities with child-initiated play · Ability to use effective behaviour management strategies focusing on co-regulation, emotional support, and early personal, social, and emotional development (PSED). · Ability to work effectively as a team member and to make a contribution to the overall development of the school, including effectively deploying, directing, and modelling best practice to Early Years Educators and support staff. · Ability to work on own initiative and meet agreed deadlines · Ability to follow agreed school policies and procedures · Ability to communicate effectively with pupils, staff, parents and the wider community, including building strong parent partnerships as the child's 'first educator', managing settling-in periods, and fulfilling the 'Key Person' role.
Commitment	**Essential**
	· Commitment to high standards for all pupils · Commitment to implementing the school's safeguarding and equality of opportunity policies both in the curriculum and the school organisation, including the specific statutory welfare requirements of the EYFS. · Commitment to shared responsibility for health and safety in the workplace and how to implement it in this area of work., including safe and dignified practices for intimate care and toileting routines.

The Selection Process in Detail

Application Deadline
Completed application forms must be received by **12 noon Thursday 26th November 2026.**

To do this:
• Email to: jobs@netley.camden.sch.uk or

• Post/ hand-deliver documents to: Gareth Morris, Netley Primary School, 74 Stanhope Street, NW1 3EX **marked 'Nursery *Class Teacher Application form'.***

Completing Your Application
Candidates are asked to complete all the standard information required on the application form addressing all of the essential criteria on the person specification in turn. Reference should also be made to any of the desirable criteria.

References

Candidates are advised that 2 references will be taken up immediately after shortlisting. Please ensure you include the full names of your referees, the organisation's full name, your referee's email address and contact telephone number. Nb. Headteachers are required to sign /countersign all school/educational establishment references. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set.

Safeguarding children
Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

The post will be offered subject to satisfactory completion of pre-employment checks.

Interview Process
In order to make our recruitment process as effective as possible, we will follow the procedure outlined below:

- Shortlist applications against the criteria
  Interviews will take place on the week commencing 30th November
- Shortlisted candidates will be asked to teach a lesson of 30mins at Netley Primary School
- Candidates will be observed interacting with children during continuous provision
- This will be followed by an interview with a panel
- Written task related to planning/assessment
- Candidates can bring a portfolio that showcases their achievements to interview