



## *Candidate Information Pack*

*Role: Nursery Teacher (Unqualified Teacher)*

*Required for: September 2024*



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## *Chief Executive Officer's Welcome*

A very warm welcome to Aspire Academies Trust. I am delighted that you are interested in joining one of our family of schools.

Our Multi Academy Trust (MAT) comprises of six primary schools, and a Training Centre, currently supporting approximately 2500 students and 350 staff. In the next three years, we intend to extend the current numbers further and welcome more schools into the Trust.

The advantage of working within a MAT is that there are many natural opportunities for collaboration on every level. It is easy to become insular in a stand-alone own school or to only see things from one school's perspective. Being part of a MAT enables deeper, more meaningful links to be established, leading to more efficient ways of working and sharing of resources, ideas and best practice. It is our experience that this helps the whole school community to benefit.

I wish you the very best of luck in your application. You won't find me, or the Aspire Central Team, hiding behind closed doors. We welcome a chat and take a proactive role with our Academies and their Local Advisory Bodies. We like to get to know people personally and thrive on working as part of a team so I look forward to meeting you soon.

Kind regards,

Vicky Parsey  
CEO



## *Principal's Welcome*

On behalf of the children, staff and governors of Knutsford Primary Academy, I would like to extend a warm welcome you and thank you for your interest in joining our school.

Knutsford is a large, friendly and oversubscribed school with much to offer. We have high expectations of our children: in their work and in their behaviour. Simply put, we expect the children to work to the best of their ability, to show kindness to those around them and to take care of their environment.

Our vision at Knutsford is to inspire our children to be happy, successful learners and responsible citizens. Feedback from pupils, parents and visitors tells us that this vision is embedded into the life of the school. Our curriculum is broad and balanced and adapted to meet the needs of our children. We encourage the children to take risks with their learning and we support them in seeing mistakes as being part of the learning process. We aim to be an inclusive school, where all are valued within an atmosphere of mutual respect and trust, and we strive to make each child's time with us purposeful, challenging and enjoyable.

If you are still keen to apply, please read on and I look forward to receiving your application. This pack should provide you with all the information you need as you start your career with us, but if there is anything else you would like to know about Knutsford Primary Academy please do get in touch.

Best wishes,

Ben Conway  
Executive Principal



## *Trust Schools*

<b>Name</b>	<b>Location</b>	<b>Brief outline of the school</b>	<b>Facilities</b>
Bedmond Academy	Abbotts Langley	A small one form entry primary school, based in the warm, vibrant village of Bedmond which sits on the edge of Hemel Hempstead and Watford. Joined the Trust in 2017.	A purpose built school situated in large grounds consisting of fields and woods. A recently built hub which is used for meetings and breakfast and after school club. There is an ongoing improvement plan for the site.
Bovingdon Primary Academy	Bovingdon village	A two form entry school set in the heart of the village. This is a popular, oversubscribed village school with an outstanding Ofsted grading. One of the first 3 schools to form the Trust.	Consists of the original school building and later purpose built additional buildings.
Broadfield Academy	Hemel Hempstead	A two form entry school which was originally an infant and junior school and later converted to a Primary. Joined the Trust in 2018.	Purpose built school with extensive playing fields. The buildings have been well maintained. There is a family centre on the site.
The Grove Academy	Watford	A large three form entry school in Garston with an 80 place nursery. One of 3 schools to form the Trust in 2014.	This is a large site with extensive outdoor space. The buildings are over 2 floors.
Hammond Academy	Hemel Hempstead	A two form entry school which currently has 1 bulge year. One of the original 3 schools which formed the Trust.	A large site with spacious learning environments. There are 3 separate outside areas and playgrounds for different year groups and an outside canopy.
Knutsford Primary Academy	Watford	A friendly, oversubscribed two form entry primary school. Joined the Trust in 2018.	The original school was built in 1939 and destroyed by fire in 1999. It took 3 years to re-build and now boasts a lovely purpose built building with a recently installed all-weather pitch.



## *Role Overview and School Vision*

Are you an enthusiastic, caring and patient Nursery Teacher that will engage and motivate our young children? Then this is the place for you!

We have an exciting opportunity to appoint a new Nursery Teacher to lead our nursery in the afternoons following the introduction of 30-hours where we are now also offering nursery provision in the afternoons.

We are looking for someone who has high expectations of themselves and the children they teach and who will enjoy leading the team of fantastic practitioners who work in our nursery.

The ideal candidate will have:

- a deep understanding of effective early years practice, holding a minimum of a relevant level 6 qualification
- the vision and enthusiasm to ensure that all children develop a love of learning in a stimulating and caring environment
- good people management skills to lead our team of nursery practitioners
- good communication skills to work effectively with staff, children, parents and visitors.

We can offer you:

- an exciting opportunity to be part of our expanding nursery provision
- the opportunity of collaborative working with our early years practitioners across the Trust
- the support of our excellent Early Years Leader and Trust Early Years Advisor
- a supportive, hard-working and committed team
- a well-resourced setting in a school that prioritises support for early years children.

The position is a permanent one, starting from September 2024. The hours are 0.4, covering the afternoon nursery sessions 12.50pm to 2.50pm plus preparation/PPA, Monday to Friday.

Visits to the school are warmly welcomed and encouraged.



## *Vision*

Inspiring our children to be happy, successful learners and responsible citizens.

## *Mission*

To create a safe and challenging learning environment where our children can be the best they can be.

## *Aims*

We aim to help our children be the best they can be by:

- Encouraging positive feelings of self-worth, allowing children to develop the confidence to fulfil their potential and be successful in an ever changing world.
- Providing a culture where children are excited by their learning and challenged to take risks, safe in the knowledge that making mistakes is part of the learning process.
- Ensuring that children achieve high standards of behaviour and achievement by encouraging responsibility, independence, resilience, self-discipline and respect for others.
- Providing a safe, nurturing community that promotes the spiritual, moral, social and cultural development of all children.
- Promoting the values our children have identified as essential to being a good citizen: kindness, integrity, honesty, teamwork, working with the community, equal rights for all, consideration, fairness and respect for each other.
- Promoting British values of democracy, the rule of law, individual liberty and mutual respect for those with different faiths and beliefs.



## *Application Procedure*

For a confidential discussion regarding this vacancy or to arrange a visit to the school, please contact Kelly Harding, Deputy Principal, [admin@knutsfordprimaryacademy.org.uk](mailto:admin@knutsfordprimaryacademy.org.uk)

*We are only accepting applications through My New Term. In compliance with Safer Recruitment Guidelines CV's will not be accepted.*

Closing date: Friday, 31 May 2024 at 9am

Interview date: To be confirmed

**Prospective candidates are encouraged to submit their applications as soon as possible as the school reserves the right to close the advert early should we feel able to appoint an appropriate candidate.**

Shortlisted candidates will be contacted with details of the interview process.

### **Safer Recruitment**

Aspire Academies Trust is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. Appointment to this post is subject to an enhanced Disclosure and Barring Service check (DBS) as well as other pre-appointment checks outlined in Keeping Children Safe in Education (September 2023).

### **Equal Opportunities**

At Aspire Academies Trust we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the school have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief. To help us meet our high standards and aspirations of a fully diverse and inclusive workplace, we strongly encourage suitably qualified applicants from all backgrounds to apply for this vacancy.

### **Privacy Notice**

Please click here to access Aspire Academies Trust Privacy Notice for staff: [GDPR Policies - Aspire Academies Trust](#)



## *Job Description*

<b>Job title:</b>	<b>Nursery Teacher</b>
<b>Responsible to:</b>	Principal
<b>Salary / Grade:</b>	Unqualified 1 – 6 (£21,933 to £33,464 - pro-rata to 0.4 FTE)
<b>Working hours / weeks:</b>	Monday to Friday (Afternoons)
<b>Core purpose of the role:</b>	To fulfil the professional responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document (STPCD). To meet the expectations set out in the Teacher's Standards Fulfil duties reasonably directed by the Principal.

### **TRUST RESPONSIBILITIES**

- To ensure that the responsibilities of the role are carried out in a way which reflects the mission and the values of the Trust
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Safeguarding children, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person
- To uphold our commitment to safeguarding and to promote the wellbeing of children
- To contribute to a culture of continuous improvement
- To comply with all reasonable management requests

### **KEY RESPONSIBILITIES**

#### **Teaching:**

- Plan, prepare and deliver programmes of teaching and learning activities for children in the nursery class
- Assess, record and report on development, progress and attainment
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Support pupils in social and emotional well-being, reporting problems to more senior members of staff as appropriate
- Attend, and contribute to reviews for children with additional needs
- Support the role of parents / carers in pupils' learning and lead meetings with parents / carers to provide constructive feedback on pupil progress/achievement etc including attending parent/carers and teacher consultations and writing annual reports
- Liaise with external agencies as required
- Manage and supervise the work of support staff working with nursery children
- Be responsible for the preparation, maintenance and control of stocks of nursery materials and resources as appropriate
- Supervise pupils on educational and out of school activities
- Prepare and present displays
- Assist pupils with eating, dress and hygiene, as required, whilst encouraging independence



### **Whole-school organisation, strategy and development:**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the school's vision and values
- Work with others on curriculum and/or pupil development to secure coordinated outcomes.
- Provide leadership across the school in a designated subject or curriculum area, this to include:
  1. Monitoring quality and standards
  2. Contributing to school planning and self-evaluation
  3. Provide professional support to other teachers and support staff
  4. Advising staff on appropriate resources and materials
  5. Leading appropriate professional development

### **Health and Safety:**

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality, security, data protection; and report all concerns to an appropriate person
- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

### **Working with colleagues and other relevant professionals:**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

### **Management of staff and resources:**

- Direct, supervise and provide support to support staff assigned to them and, where appropriate, other teachers
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- Monitor quality and standards of resources delegated to them

### **Professional development:**

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching and overall performance
- Where appropriate, take part in the appraisal and professional development of others

### **Communication:**

- Communicate effectively with pupils, parents/carers, colleagues, wider school community and governors

## **HEALTH & SAFETY**

To be aware of and comply with the Trust's health and safety policies.

## **SAFEGUARDING**

Aspire Academies Trust is committed to safeguarding and promoting the welfare of children and expects all employees to share this commitment.



This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of Aspire Academies Trust pre-employment checks. Please note that additional information referring to the Disclosure and Barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

### **DATA PROTECTION**

To be aware of and comply with responsibilities under the Data Protection Act (2018) for the security, accuracy and significance of personal data held on paper or electronic systems. This document will be reviewed annually, as part of the performance management programme. The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

#### **Notes:**

- This document does not form part of the contract of employment.
- This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.
- The Trust has, at its discretion, the right to ask you to work in a different school across the Trust, if the need arises.

### **TEACHERS' STANDARDS**

#### **Preamble**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

#### **Part One: Teaching**

##### **A teacher must:**

#### **1. *Set high expectations which inspire, motivate and challenge pupils***

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- 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.

## ***2. Promote good progress and outcomes by pupils***

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

## ***3. Demonstrate good subject and curriculum knowledge***

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

## ***4. Plan and teach well-structured lessons***

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

## ***5. 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
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- 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; 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

**6. *Make accurate and productive use of assessment***

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

**7. *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 both in classrooms and around the school, in accordance with the school's behaviour policy
- 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
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

**8. *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
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **Part Two: Personal and professional conduct**

A teacher is 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 conduct throughout a teacher's career.

- Teachers 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.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

## PERSON SPECIFICATION

Qualifications/Knowledge/Experience	Essential/Desirable
Level 6 Early Years Qualification	E
NVQ Level 2 in numeracy and literacy (or equivalent)	E
Good knowledge of ICT (including tools for planning, research, analysis & admin) and hardware (including digital cameras, computers, email and internet)	E
Good understanding of the statutory framework for the early years foundation stage	E
Knowledge of statutory requirements concerning Equal Opportunities, Health and Wellbeing, Safety, SEND and Safeguarding pupils	E
Effective communication skills, engaging a range of stakeholders	E
A commitment to the Trust's values and to take an active role in collaboration across the Trust	E
Highly organised and calm under pressure	E
A commitment to further professional development	E
People management skills to lead a team of nursery practitioners	E





## *Benefits of Working for Aspire Academies Trust*

There are many benefits to working for the Trust.

### Cross Trust Working

- The advantage of working within a multi-academy trust (MAT) is that there are many natural opportunities for collaboration on every level. Being part of a MAT means we can forge deeper links, sharing of resources, ideas and best practice. It is our belief that when schools work together, share their ideas and draw on each other's strengths, they can achieve so much more.
- We regularly create ways of working in partnership across the Trust, for example shared INSET, working parties, forums for business, education, governance and more. We urge you to seek these opportunities out, take advantage of them as learning opportunities and use them as a stepping stone to further your development and career progression.

### Leave

- There are many types of leave available to employees, from career breaks to study leave.

### Pension Schemes

- You will be auto-enrolled into the relevant pension scheme although you have the option to opt out if you wish. For more information, visit  
For support staff: [www.lgpsmember.org](http://www.lgpsmember.org)  
For teachers: [Teachers' Pensions \(teacherspensions.co.uk\)](http://Teachers'Pensions(teacherspensions.co.uk))

### Childcare Vouchers

- Childcare Vouchers closed for new applicants on the 4<sup>th</sup> October 2018 and were replaced with a new government scheme called Tax-Free Childcare which is not administered by your employer. For more information visit: <https://www.gov.uk/tax-free-childcare>

### School Lunch

- We appreciate that schools are busy places therefore a free school meal, from our kitchen, is available for every member of staff. Our catering teams pride themselves on the quality and variety of food on offer to our pupils and staff.

### Performance Management

- We want you to feel valued as an employee, to grow with us as a Trust and to achieve your potential, whatever your role or aspiration. As such, performance development is incredibly important to us as a Trust. We work hard to ensure effective performance development by using both formal and informal processes to support individuals and teams to achieve high levels of performance at the current time and to be able to do the same in the future.



## *Aspire Academies Trust Values*

At Aspire we have strong values and expect our staff to work to these values and behaviours. We would expect future employees to share in our values and be committed to upholding them and holding others to account on working to our high expectations.

Values	Behaviours and characteristics
<b>Integrity</b>	Honesty, trust, respect, fairness, equity, openness, autonomy
<b>Aspirational</b>	High expectations, positivity, passion, motivated, challenging, energy, craftsmanship
<b>Collaboration</b>	Stakeholder focus, sharing, communicating, partnerships, community, Trust-wide and beyond
<b>Creativity</b>	Research-rich, innovative, enterprising, horizon-gazing, curious
<b>Relationships</b>	Humility, respect, caring, empathy, professional behaviours, approachable, safety
<b>Accountability</b>	Responsibility, commitment, focus, standards, individual and shared, co-agency



We look forward to receiving your application, good luck!

Knutsford Primary Academy, Balmoral Road, Watford, WD24 7ER

Telephone: 01923 466 020 Email: [head@knutsfordprimaryacademy.org.uk](mailto:head@knutsfordprimaryacademy.org.uk)