



Little Forest
NURSERY SCHOOL



Kings' Forest
Primary School



Nursery Class Teacher

September 2021 – Permanent Contract



Forest Hill
Partnership

Dear prospective candidate,

Thank you for your interest in our wonderful school and nursery.

In September 2021, Kings' Forest Primary School opened Little Forest Nursery School, a 26 place per session, grant funded nursery for children aged 3 and 4. Little Forest is proud of its excellent facilities within its dedicated classroom and outdoor area plus use of the main school facilities such as the library, forest school area, field and main hall.

Although, the children of Little Forest do not automatically transfer to Kings' Forest in Reception many of them do and all are a valued part of our school.

This is an exciting opportunity to join us and be part of team that highly values children's early education and places high importance in learning through play balanced with some direct teaching.

This post is suitable for both experienced teachers and those just starting in their career due to the excellent levels of support and CPD we can offer. Our new nursery teacher will have weekly planning time with our highly experienced EYFS leader and will engage with ongoing CPD with the wider EYFS team at both Kings' Forest and with teachers from our federated partner school (Staple Hill).

As an EYFS team we continue to work closely with author and EYFS expert Greg Bottrill and have implemented many of his approaches across Early Years and KS1. The successful candidate will have an opportunity to work with Greg and other external experts to help us achieve our goal as a beacon of excellence and champions of childhood.

If you have a passion for educating our youngest children and the drive to make our nursery the best and most joyful place to learn then we want to hear from you.

Please, see our website which includes a short video to help you learn more about our unique setting. We will do our best to accommodate visits both in person and/or online and highly recommend making contact to discuss the role if you are thinking about applying.

Once again we thank you for your interest and wish you all the best

Mr R Newman

Ms H Porter

Executive Headteacher

Headteacher



Essential	Desirable
<p>Qualifications:</p> <ul style="list-style-type: none"> • Degree, 2:1 or 1st, with Qualified Teacher Status. • A commitment to continued professional development. 	<ul style="list-style-type: none"> • Degree in early years or childhood development • Post graduate study or desire to undertake further study
<p>Experience:</p> <ul style="list-style-type: none"> • Experience of working with children in EYFS and delivering the curriculum. • Experience of assessment processes within EYFS including phonics • An ability to reshape lesson planning to suit the needs of all learners and ensure good progress. • Experience of working successfully within a team of teachers. 	<ul style="list-style-type: none"> • Experience of teaching RWI phonics • Experience of woodwork within the early years • Experience of leading/engaging in forest school sessions
<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Knowledge and understanding of data analysis and the ability to use data to set targets for improvement. • Strong subject knowledge in the teaching of early Reading and phonics • Understanding of how children learn and effectively apply their learning. • Understanding of how to plan provision effectively • Excellent standards of both spoken and written English. 	<ul style="list-style-type: none"> • Knowledge and understanding of working with parents/carers to develop a learning partnership. • Knowledge of the works of Greg Bottrill, Anna Ephgrave and Alistair Bryce-Clegg
<p>Pastoral and school ethos:</p> <ul style="list-style-type: none"> • Have the highest expectations and aspirations for all children. Ability to demonstrate a commitment to equality of opportunity for all pupils. • Ability to relate to and empathize with pupils and to develop trusting and respectful relationships with them. • Have respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure. • Ability to work as part of a team, relating well to colleagues, pupils and parents. 	<ul style="list-style-type: none"> • Experience of working successfully with a wide range of people. E.g. Outside agencies, strong partnerships with parents/carers. • Experience of working with children with specific learning or behavioural/emotional needs.
<p>Communication skills:</p> <ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing, to a range of audiences. • Willingness to sing daily with the children. • Good organisational and planning skills. • Ability to investigate, solve problems and make decisions. 	

Twitter: @LittleForestNu2 and @kingsforestpri

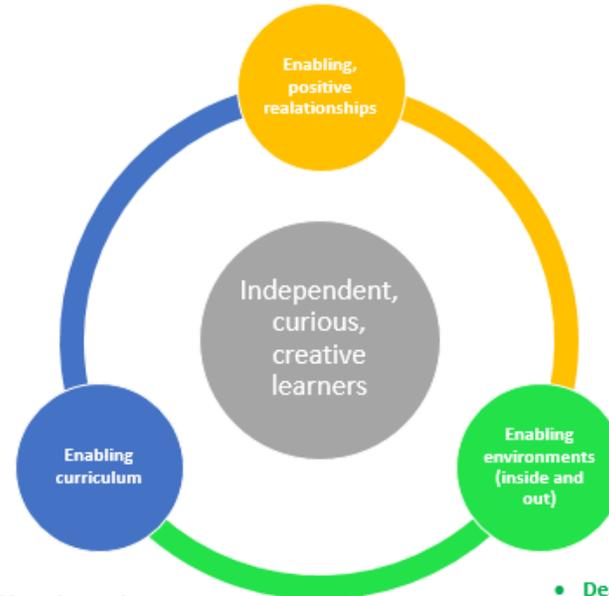
<https://www.kingsforestschoo.co.uk/little-forest-nursery/>



Vision for Early Years



- Quality induction to form strong relationships
- Key values of the school underpin all interactions and behaviours
- Targeted, specific praise linked to key values is used
- Purposeful relationships with parents: home-school diary, explore mornings, open door policy
- Children develop personal and social skills through self-directed learning through play
- All decisions are made with regards to the best interest of the child: [Article 3](#)



- Balance of direct teaching and learning through play
- Characteristics of effective learning are promoted in all learning and underpin all practice
- Phonics, reading and mathematics are taught discreetly across the week
- Provocations and key questions peak curiosity, interest and learning
- Adults are key in extending and directing learning
- Daily child led learning through play using provocations to inspire learning
- Children learn through extended periods of play EVERY day: [Article 31](#)
- Child voice is integral to planning and provision: [Article 12](#).
- The curriculum allows children to develop their talents and abilities. It also develops respect towards others and the environment: [Article 29](#)

- Designated learning zones are full with inviting, well organised, suitable resources
- Free flow to outdoor learning during continuous provision
- Resources able to be accessed independently and children maintain responsibility
- Environments support children in choosing where they learn
- Environment meets the needs of all pupils physical and gross motor development: [Article 24](#)