



Stephen Perse

Cambridge

Early Years

# Teacher of Early Years (Part-time) JD & PS

[stephenperse.com/currentvacancies](https://stephenperse.com/currentvacancies)

# History of Stephen Perse

The Perse Girls School, founded in 1881, evolved into the Stephen Perse Foundation in 2007, and first admitted boys to its Senior School in 2017. Stephen Perse has grown over recent years, adding a co-educational sixth form to its highly successful Senior School in 2008, and four nurseries and early years settings (three in Cambridge and one at Dame Bradbury's in Saffron Walden) between 2010 and 2021. Stephen Perse has been fully co-educational in all settings since 2017 and now comprises four nurseries, two junior schools, a senior school and sixth form.

Predominantly a day school, there are currently 60 (mainly sixth form) boarders. As well as its reputation for academic excellence, Stephen Perse is renowned for an innovative approach to education, and a focus on preparing students for the future.





## Our Mission Statement

At Stephen Perse, our mission is to educate and inspire the contributors to tomorrow's world: intelligent young people with the creativity, compassion, confidence and conviction to question, evaluate and improve society.

## Our Vision Statement

To deliver this mission, our vision is to create and sustain an outstanding educational environment that:

- Fosters modern scholarship through exceptional teaching and a dynamic, flexible and rigorous academic curriculum.
- Provides outstanding breadth of opportunity and quality of experience through a rich and varied co-curriculum.
- Nurtures and celebrates individuality, wellbeing, personal development, and contribution to the growth of others, through superb pastoral care, social and emotional education, and learning support.
- Champions and models equality, diversity and inclusivity, and social and environmental responsibility with a global outlook.

## Our Values Statement

With excellence and creativity in teaching and learning at the core of each of our schools and nurseries, we value the positive difference our students can make in the world through:

- Scholarship and the advancement of knowledge and understanding.
- Kindness, courtesy, inclusivity and collaboration.
- Diligence, independence and self-reliance.
- Humility, reflectiveness and the pursuit of self-improvement.
- Character, individuality, wellbeing and confidence.
- Conserving the environment and living sustainably.

*Welcome from the Principal*

## Richard Girvan

Stephen Perse is a leader in modern independent education, superbly well placed, both to meet the challenges, and to seize the opportunities, presented by its future.



Any school, indeed, any group of schools, is only as strong as its people. Stephen Perse boasts exceptional people across all of its schools and nurseries, and invests in their recruitment, development and empowerment to ensure our pupils benefit from excellent role models, outstanding support and exceptional teaching. As Principal, I consider this investment in our people to be of utmost importance.

At Stephen Perse, all are united in embracing the modern world and in seeking to help our pupils to find and take their place in it, as confident, socially responsible adults. We seek to attract people who are inspired by this challenge, people who share our values, people who are passionate about our collective vision of developing the change-makers of the future.

**Richard Girvan**

*Principal*

# Teacher of Early Years (Part-time) JD & PS

## Responsible to: Head of Early Years

**Location: Stephen Perse Cambridge Early Years, Salisbury Villas Nursery**

### Role Description

To create an effective and stimulating learning environment indoors and outdoors that meets the developmental needs of the children in your class. To create a caring, nurturing, stimulating and fun environment for Kindergarten children to thrive in during term time and in holiday club. To promote the personal and social development of the children in the Kindergarten class. To ensure achievement and educational progress of the children in your class, consistent with the aims of the school and the unique needs of each individual.

### Your Role as a Teacher

At Stephen Perse everyone is a learner. While our pupils enjoy the benefits of a creative and innovative learning environment, our teachers strive to inspire and engage through using a wide range of pedagogical approaches.

We want every teacher to offer the very best in teaching and learning to our students and this will inevitably, and perhaps even increasingly, involve the digital world. We are iPad 1-to-1 from 11

to 18 and our Junior Schools use class sets. We are a leader in the use of digital technology within the classroom. This helps us to support our teachers and learners to have an appropriate use of these technologies.

We don't need you to be a fluent or confident user of technology before you start working with us, but we will want you to have an agile and ambitious mind-set that is open to adopting new techniques. Training and support are offered on a regular basis as part of formal and informal CPD and is focused on student learning.

### Main Responsibilities:

#### **Effective communication and engagement with children, young people and their families and carers**

- Provide clear and accurate reports of the ages and stages of the Kindergarten pupils in your class and provide targets for improvement. This should be done through the agreed schedule of annual reporting and parents evenings and by regularly sharing observations via pupils' online



learning journal.

- Establish constructive relationships with parents/carers, exchange information, facilitate their support for their child's attendance, access and learning and support home to school and community links.
- Provide advice and guidance as required and appropriate.
- Provide support and encouragement to children and young people.

- To reflect on practice and routines, tailoring them to meet the individual needs of each child throughout the day.
- To complete observations and assessment of children's learning and development ensuring records are kept up-to-date, are of a high standard and are shared effectively.

### **Child and young person development**

- Fulfil all of the responsibilities and duties required by the Foundation's policies on teaching and learning.
- Develop and maintain an up-to-date knowledge and understanding of the areas of teaching and pupil support for your class.
- To plan weekly guided activities that excite, stimulate, challenge and meet the learning needs of pupils in your class.
- To complete weekly planning for continuous provision.
- Use inspiring, innovative and appropriate teaching and classroom management strategies to motivate pupils and enable each to progress.
- Monitor the progress of each pupil in your class to set expectations and give constructive feedback.
- Maintain appropriate records to demonstrate progress made by pupils.
- Work within the Foundation's agreed

behaviour and discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.

- Challenge and motivate pupils, promote and reinforce self-esteem.
- Help children develop their characters to give them the tools they need for lifelong learning - confidence, resilience, self-motivation, enthusiasm, independence and curiosity about the world.

### **Safeguarding and promoting the welfare of the child**

- Be responsible for promoting and safeguarding the welfare of children and young people in your class and come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security.
- Be able to recognise when a child or young person is in danger or at risk of harm, and take action to protect them.
- Have an awareness and basic knowledge where appropriate of the most recent legislation.

### **Supporting transitions**

- Provide all required documentation and evidence to ensure effective

transition between classes and schools.

- Maintain appropriate records, both academic and medical, and inform management and administrative staff of any changes to circumstances.
- Listen to concerns, recognise and take account of signs of change in attitudes and behaviour.

### **Multi-agency working**

- Show an awareness and knowledge of the range of other agencies/ professionals that are available to support the achievement and progress of pupils.
- Establish constructive relationships and communicate with other agencies/ professionals to support pupil achievement and welfare.
- Work in a team context – forging and sustaining relationships across agencies and respecting the contribution of others working with children, young people and families.

### **Sharing information**

- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Use clear language to communicate information unambiguously to others including children, young people, their

families and carers.

- Liaise between managers and practitioners on each site.
- Attend staff meetings, open days (one Saturday per year) and training days.
- Participate fully in professional development activities to develop practice further, sharing the learning from these as appropriate.
- Make an active contribution to the policies and aspirations of Stephen Perse.

### Administration/Other

- Organise and manage an appropriate learning environment and resources for both term time and holiday club
- Be responsible for every child's wellbeing and maintain the attendance registers accurately.
- Fulfil all of the requirements and duties set out in the current pay and conditions documents relating to the conditions of employment.
- Achieve any performance criteria or targets arising from the Foundation's performance management arrangements.
- To support, cooperate and work effectively with the management team, taking on additional responsibilities/duties and positively promoting developments in policies

and procedures to team members.

- To undertake any other aspects of nursery work according to need.

### Equalities

- Ensure services are delivered in accordance with the aims of the Equality Policy Statement.
- Develop own and team member's understanding of equality issues.

### General responsibilities

- Act as an excellent ambassador for Stephen Perse at all times.
- Build and maintain good working relationships with all Stephen Perse colleagues.
- Assist as necessary in other Stephen Perse areas at peak times.
- Work at all times towards the aims and goals of Stephen Perse and any individual objectives and targets you may have agreed.
- Proactively identify areas for improvements within Stephen Perse.
- Actively promote the Stephen Perse Equal Opportunities Policy, encouraging staff awareness and participation in all areas.
- Act in accordance with the Data Protection principles at all times.
- Adhere at all times to Stephen Perse

operational and employment policies and procedures.

- Take care of your own health and safety and that of people who may be affected by what you do (or do not do).
- Cooperate with others on health and safety, and not interfere with, or misuse, anything provided for your health, safety or welfare.
- Follow the training you have received when using any work items Stephen Perse has provided.
- Adhere to the Stephen Perse Privacy Notice and ensure private and confidential data is kept secure and disposed of in the appropriate manner.

This job description is not necessarily comprehensive and the position holder will be required to carry out such other duties as may reasonably be required within the general scope and level of the post.

## Safeguarding and welfare of children

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with the Stephen Perse Safeguarding and Child Protection

Policy statement at all times. If, in the course of carrying out the duties of the post, the role-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, s/he must report any concerns

to the School's Designated Person or the Stephen Perse Designated Safeguarding Lead. All employees of Stephen Perse adhere to the Safer Working Practices guidance and all teaching staff are required to adhere to the Teaching Standards which can be **found on the government website.**

# Person Specification

	Essential	Desirable	Assessment Method
Qualifications	QTS Early Years/ Primary Evidence of recent EYFS relevant training	Paediatric First Aid	Application Form Production of the Applicant's certificates at interview
Knowledge & Experience	At least two years' experience as EYFS lead practitioner or class teacher of a Preschool or Reception class Experience of working within and implementing the EYFS statutory framework Demonstrate outstanding teaching and provide a fun and learning-rich play-based experience for young children Demonstrate enthusiasm, energy and creativity in their planning and teaching Demonstrate flexibility in their classroom practice Experience teaching phonics in the EYFS Effectively manage key workers/teaching assistants and work effectively in a team	Experience of the outdoor education environment and enthusiasm to take learning outside Knowledge of working with iSams database Experience of thematic planning Experience of incorporating children's interests in the learning environment Innovative use of resources as part of continuous provision Knowledge of Tapestry and RWInc Committed to pupils attaining the highest possible levels of achievement Experience of teaching children with English as an Additional Language	Application Form
Skills & Aptitudes	Due to our statutory obligations in respect of safeguarding, the ability to read, understand and communicate in English to a sufficient standard to understand these obligations is required Good communicator with adults and children Work harmoniously and effectively with all members of Stephen Perse community Able to think outside the box Committed to own professional development	Ability to support other staff in leading Continued Professional Development sessions using expertise	Interview
Personal Attributes	Professionalism and integrity Commitment to the ethos of the school Creativity and ability to adapt quickly to changes Dedication, enthusiasm and energy		Interview

## Terms and conditions

All appointments for Stephen Perse are subject to satisfactory reference and disclosure and barring service (DBS) checks, suitability to work with children checks, online checks, proof of identity and eligibility to work in the UK, completion of a medical questionnaire and proof of qualifications.

## Hours of work

This role will be offered on a part-time basis working Monday-Wednesday, 08:00-16:30 or 08:30-17:00, 52 weeks per year.

## Salary

The successful candidate will be remunerated at the appropriate point on Stephen Perse teaching scale, which is in excess of the state sector teaching scale.



## Benefits

- Up to 30 days holiday plus bank holidays and up to 3 days for the Christmas closure (pro rata for part time).
- Contributory pension scheme - Aviva Pensions Trust for Independent Schools (APTIS).
- Salary sacrifice tech and cycle to work schemes.
- Life assurance scheme.
- Rail season ticket loan/discount on train travel on Greater Anglia rail services.
- Lunch and refreshments provided during term time.
- A loan of an iPad, for use whilst employed at the school.
- Annual flu immunisation.
- Many of the sites offer covered bike parking.
- Free access to the Cambridge University Botanic Garden.
- Access to private health and dental plan subscriptions.
- A staff discount on School Fees of 50% (pro rata for part time and term time) should staff have a child at any school (from Reception to Year 13) within Stephen Perse.

*Please note, all benefits are under periodic review and subject to change.*

*\*Eligibility criteria applies.*

## Privacy Notice

Please see our privacy policy which is available on the recruitment portal.

<http://www.stephenperse.com/recruitment>



Please apply directly by downloading an application form from our recruitment page at [www.stephenperse.com/recruitment](http://www.stephenperse.com/recruitment), or email [recruitment@stephenperse.com](mailto:recruitment@stephenperse.com) to request an application form. Please send completed application forms to [recruitment@stephenperse.com](mailto:recruitment@stephenperse.com). We are unable to accept CVs.

### The Recruitment Process

- Closing date for applications:  
**9am on Friday 22 August 2025.**
- Interviews will take place:  
**Week commencing Monday 25 August 2025 (after the bank holiday).**

**References may be taken up before interview.**

### Invitation to interview and recruitment arrangements

Stephen Perse is committed to safeguarding and promoting the welfare of its pupils. Stephen Perse has a statutory duty to apply for DBS clearance and shall ask the successful candidate to complete an online form which must be cleared before the applicant can commence work. Such checks may take up to eight weeks to complete.

Stephen Perse has a legal responsibility to ensure that all its employees have the legal right to live and work in the UK. Therefore, you will need to provide original documents verifying that you are eligible to work in the UK to the interview. Details of these will be provided in the invitation to interview.

All candidates invited to interview must bring the original documents confirming any educational and professional qualifications that are necessary or relevant for the post.





Stephen Perse

Foundation

Stephen Perse (Main Office), Union Road, Cambridge, CB2 1HF

[stephenperse.com](http://stephenperse.com)



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