



# Nursery/Kindergarten Leader

Do you want to work in an exceptionally motivated and friendly team where we are excited by research and always looking to develop our Early Years practice.

Monkton Pre-Prep is looking to appoint two Early Years professionals, one to lead our Nursery (2-3 years) and one to lead our Kindergarten (3-4 years). We are looking for practitioners with strong leadership and interpersonal skills, and with an ability to work flexibly alongside others in the EYFS.

Applicants should be a minimum of Level 3 qualified, although higher level qualifications would be desirable. Contracts could be either 52 weeks a year, to include leadership of our holiday programme for 3-4 year olds or 41 weeks a year fitting mostly within term time. Both posts provide exciting opportunities to shape the next phase of our pre-school provision at Monkton.

## **Application Process**

Applicants should write to the HR Department with a completed application form and full curriculum vitae, with details of qualifications and experience. Please also enclose a letter of application, stating the position you are applying (Kindergarten Leader or Nursery Leader), and your preferred contract (41 or 52 weeks per year).

**Please note** Monkton Combe School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure and Barring Service.



## **Monkton Combe School Overview**

Monkton is one of the country's best known smaller independent boarding schools. It is a Christian school with worldwide connections and interests, having been founded in 1868 within the mainstream evangelical tradition.

Monkton Combe School is seen by parents to be a caring community which fosters a balanced education, as well as encouraging the pursuit of individual excellence. It is a friendly school where pupils develop their personal values in the context of a community where tradition, creativity and adventure are positive features. The expression of the School's ethos can be found in many fine examples of Monktonians achieving positions of leadership in the church and in other areas of life both nationally and internationally.

Monkton seeks to be a caring and well-ordered community which fosters a balanced education as well as encouraging the pursuit of individual excellence. It is a friendly school which believes in traditional values. The confidence, integrity, sensitivity and ambition of our pupils are priorities and we are eager to educate character, as well as intellect. It expects that all full-time members of the Common Room will be committed to the concepts and challenges of boarding school life, wishing to contribute widely outside the classroom within pastoral, sporting and other extra-curricular spheres.

### **Prep School**

Monkton Prep School was founded over 130 years ago. The site is located within an area of outstanding natural beauty, is less than a mile and a half from Bath city centre and within easy reach of London, Cardiff and Southampton via an excellent train service. Pupils enjoy a broad and excellent programme within a framework of outstanding pastoral care, both for boarders and day pupils. Flexi-boarding is also an option many pupils choose at some stage during their time at the school.

Facilities include an indoor, four lane, 25m swimming pool, a 300 seat auditorium, one full-sized and one half-sized astro pitch, tennis courts, outstanding sports pitches, an ICT suite, two science labs and a magnificent view over the Somerset hills to the South West.

The School is managed day-to-day by its Senior Leadership Team which is overseen by the Headmaster, Martin Davis. The staff are strong, experienced, supportive and highly capable.

Monkton Prep is a caring and vibrant community which fosters a balanced, all-round education as well as encouraging the pursuit of individual excellence. It is a friendly school which believes in traditional values. The confidence, integrity, sensitivity and ambition of our pupils are priorities and we are eager to educate character, as well as intellect, aiming to instil in the pupils a lifelong love of learning.

### **Pre-Prep School**

Set on the same site as the Prep School, Monkton Pre-Prep is housed in a brand new fit for purpose building, with magnificent views overlooking the Midford Valley. Like the Senior and Prep Schools, the Pre-Prep takes pride in its excellent levels of Pastoral Care and the living Christian ethos on which the School was founded.



Prep School facilities are available to the Pre-Prep and so we are able to offer outstanding opportunities for Sport (including swimming), Outdoor Learning, Music and Art. Prep School teachers provide specialist teaching for our Reception and KS1 pupils. At the end of KS1, the majority of pupils move on to the Prep School.

The Pre-Prep School is led by Catherine Winchcombe. Head of EYFS and Head of KS1 posts complete the Pre-Prep Leadership Team. The Pre-Prep staff team is strong and cohesive and committed to providing excellence throughout the School, where possible collaborating with the Prep and Senior School staff. Our School Values: Confidence, Integrity, Service and Humility, form a strong foundation for our School community.

**Our Vision:** Monkton inspires young people to become confident, kind and ambitious adults who live fulfilling lives.

**Our Mission:** Monkton thinks differently. We start with a proactive pastoral environment to develop academically strong enthusiastic learners within a living Christian ethos.

**Our Values:** Confidence, Integrity, Humility, Service





## Nursery/Kindergarten Leader

### Job Description

**Post:** Nursery/Kindergarten Leader

**Relationships:** The post holder is responsible to the Head of the Pre-Prep

**Fundamental Task:** All members of staff should at all times support, and work within the framework provided by the School's **Statement of Purpose**.

**Responsibilities:**

- To understand and support the ethos of the School, its Mission, Vision and Values, and carry this through into personal working practice
- To maintain high personal and professional standards in all work and activities engaged in
- To support the public relations work of the school by developing good, positive relationships with staff, governors and visitors
- To maintain the confidentiality of all information received as a result of working within the school
- Under the direction of the Head of Pre-Prep to support the effective education of the pupils in your care
- To support the pastoral work in the school by developing good, positive relationships with children in your care which build their self-esteem, thus contributing to their effective learning
- To ensure the good behaviour of all children in your care, helping to develop within them positive attitudes towards themselves, adults, peers, property and work
- To maintain good relationships and communication with parents and pupils



### **Specific Leadership Duties:**

- Lead staff and pupils in the room (Nursery/Kindergarten) to ensure high quality Early Years provision which inspires motivates and challenges
- Ensure the EYFS Statutory Guidance is adhered to at all times
- Create a safe, well managed and stimulating learning environment
- Ensure that assessment practice is in line with and follows EYFS Development Matters guidance
- Ensures the curriculum meets the needs of each individual child
- Identify areas for development and improvement, engaging all stakeholders
- Develop high quality relationships with team members and support their professional development
- Demonstrate and promote good practice
- Engage and with the Head and Deputy to fulfil wider professional responsibilities
- To communicate effectively with parents, both verbally and in written form
- Carrying out routine practical, organisational or administrative tasks
- To work to directed hours
- To attend In-service Days and Staff Meetings as directed by the Head Teacher
- To be available to work in the holidays according to contractual agreement
- To carry out additional tasks as reasonably assigned by the Head of Pre-Prep
- To actively promote and support the safeguarding of children in the workplace, ensuring School policies and procedures are observed at all times.

**Note:** The post holder may be reasonably required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of the responsibility entailed.



## Nursery/Kindergarten Leader

### Person Specification

		Essential	Desirable
<b>Qualifications</b>	Good basic education to GCSE level in literacy and numeracy or equivalent	√	
	Hold a recognised qualification (NVQ Level 3 or equivalent)	√	
	NVQ Level 5 or 6		√
	EYITT, QTS		√
	First Aid Training		√
<b>Experience</b>	Significant experience and expertise in supporting and being a team member in an Early Years setting	√	
	Leadership experience in a school or nursery setting		√
<b>Knowledge And Understanding</b>	Good knowledge of needs of young children and current research	√	
	Equal Opportunities, Health and Safety, SEN and Child Protection	√	
	Knowledge of pertinent issues relevant to education and child development and additional personal research		√
<b>Skills</b>	Able to form excellent relationships with children, staff and parents	√	
	Able to communicate well and establish firm and consistent boundaries	√	
	Able to keep clear records	√	
	Organisational skills	√	
	ICT literate	√	
	Team leadership skills		√
	Coaching experience		√
	Google docs trained		√



<b>Professional Development</b>	Values professional development	√	
	Evidence of recent professional development activities		√
<b>Personal Attributes</b>	Interpersonal awareness	√	
	Takes initiative	√	
	Flexibility / adaptability	√	
	Reliable	√	
	Sympathy with School's Christian ethos	√	
	Patience	√	
	Leadership qualities	√	
	Reflective		√



## Nursery/Kindergarten Leader

### Terms and Conditions

<b>Salary</b>	The salary will be based on the Academic Support Salary Scale and depending on skills, experience and qualifications at time of appointment.
<b>Hours of Work</b>	This post is for 37.5 hours per week for 41/52 weeks per annum. Hours are anticipated to be 8.00am – 4.00pm Monday to Friday with half an hour for lunch (unpaid).
<b>Lunch</b>	Lunch will be available whilst School catering facilities are functioning.
<b>Pension</b>	Monkton provides access to a stakeholder pension scheme as required by law. The School will comply with its obligations under the Government’s auto-enrolment scheme at the relevant time. You will be provided with details of the scheme and your right to opt out in due course.
<b>Holiday</b>	33 days including bank holidays (pro rata for part time/part year). When a bank holiday occurs during term time this will be considered as a normal working day and the normal rules regarding holiday will apply. Holiday allocation is included in the paid weeks.
<b>Sick Pay</b>	Membership of the School’s Support Staff Sickness Scheme.
<b>Notice</b>	Half a working term’s notice in writing, outside of the contract end date, terminates this agreement.
<b>Retirement</b>	The normal retirement age for this employment is 65. However, the mechanics for compulsorily retiring employees have now been abolished so employees are required to provide notice in line with their contractual obligations, above, when they wish to retire.
<b>Medical</b>	All employees are subject to a medical report and to undergo a medical examination, if required.
<b>Security</b>	Monkton Combe School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure and Barring Service.



## **Child Protection (Safeguarding) and Staff Code of Conduct and Behaviour Policy, including EYFS**

Monkton takes safeguarding very seriously. To this end, all appointments are made subject to satisfactory DBS clearance. The interview will include questions about safeguarding children. Monkton's Child Protection (Safeguarding) Policy includes the following information:

The framework provided is an ordered, purposeful, happy and caring community. Pupils are encouraged to develop moral discernment. High standards of behaviour are expected and young people are asked to treat others with courtesy and respect. The School sets out to create a secure basis for living in community and to achieve a balance between thoughtfulness towards others and freedom for the individual to develop his or her own personality. Good pastoral care is central to the life of the School, through the Principal/Heads, Houseparents, Tutors, the Chaplain, the Medical Centre Sister and other members of staff.

### **Specific Objectives**

1. To foster pupils' educational development through all areas of the curriculum so that their self-esteem is raised, enabling them to acquire skills, attitudes and coping strategies which will help them to make reasoned decisions based upon sound judgement and valid information.
2. To provide a variety of opportunities for discussion with their peers and teachers in which the ground rules of confidentiality, tolerance and trust are observed.
3. To teach problem-solving techniques, assertiveness skills and respect for themselves and for other people. To encourage them to be responsible members of the school community, who will develop into caring adults with regard to their families and to society.
4. To maintain links with parents and representatives of outside agencies.
5. To view seriously any instances of bullying and to deal with them effectively.
6. To ensure that all members of the school staff understand Child Protection procedures and are alert to signs of potential or actual abuse in the categories of physical injury, neglect, emotional or sexual abuse.
7. To have in place effective reporting and action procedures, as required by the Children Act 1989 (Pupil > Member of Staff > Designated Teacher > Principal/Head > School Medical Officer (where appropriate) > Social Services). These are set out in more detail in the policy 'Child Abuse/Protection' in this section of the Staff Handbook.

The full Child Protection document can be found [here](#).  
If you are unable to access the internet, please request a hard copy.



## **Equal Opportunities Policy, including EYFS**

The Equal Opportunities Policy Statement and Policy Statement on Harassment at Work are designed to implement the commitment of the School to Equal Opportunities. It is the responsibility of every employee to ensure his or her own conduct conforms to the expected standards and reflects these Policy Statements.

The aim of the Policies is to encourage harmony and mutual respect between individuals in order to promote good working practices with a view to maximising performance.

If these Policies are not implemented, then valuable talent and potential are wasted. Moreover, when unfair discrimination, harassment, bullying or victimisation take place they bring about a climate of fear, insecurity and poor work performance. As well as being unlawful, this affects morale. The School aims to comply with all relevant UK and European legislation.

Monkton Combe School has been registered as a school with a religious character by the DfES. As such the School is able to advertise for and appoint teaching staff who have specific Evangelical Christian faith that is central to the ethos and tradition of the School. In specific circumstances this authority enables positive discrimination in favour of Evangelical Christians.

It is vital that every employee understands his or her responsibilities. Equal Opportunities are taken very seriously by the School and wilful failure to apply the Policies or evidence of discrimination, harassment, bullying or victimisation will result in disciplinary action which may include dismissal.

### **The Equal Opportunities Policy Statement**

1. The School values the individual contribution of people irrespective of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin. The School is committed to ensuring that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable. This applies in particular but not only in relation to recruitment and selection, promotion, transfer and training opportunities, benefits, terms and conditions of employment, grievance and disciplinary procedures, termination of employment including redundancies, and conduct at work.
2. All employees should be treated equally with dignity and respect. The School will use its best endeavours to provide a working environment free from unlawful discrimination, harassment or victimisation on the grounds of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin, pregnancy or maternity.



3. The School recognises its legal obligations, including those under the Race Relations Act, Sex Discrimination Act, The Equal Pay Act, the Equality Act 2010 and the Part Time Workers legislation.
4. The School is designated as a School with a religious character by the DfES. This may be taken into account when recruiting staff when appropriate to do so. Notwithstanding this, the School undertakes to review periodically its selection criteria and procedures to maintain a system where individuals are selected, promoted and treated on the basis of their merits and abilities.
5. The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.
6. The School will not tolerate acts which breach this Policy and all instances of such behaviour or alleged behaviour will be taken seriously, fully investigated and will be subject to disciplinary procedures if found to be discriminatory. The School further seeks to give all employees equal opportunity and encouragement to progress within the School.
7. The School promotes tolerance of each other and respect for each other's position within the School community, and provides positive images and role models, whilst seeking to avoid prejudices and raise awareness of related issues.
8. If an existing employee becomes disabled the School will make every effort to retain him or her within the workforce whenever reasonable and practicable with reasonable adjustments to assist in overcoming or minimising the difficulties. This may need to be in conjunction with a medical advisor.
9. Whenever reasonably practicable to do so, the School will install in existing premises facilities for people with disabilities. Whenever the School invests capital in new or refurbished premises, every practicable effort will be made to provide for the needs of staff and pupils with disabilities.
10. The School undertakes to distribute and publicise this Policy Statement to all employees and elsewhere as from time to time appropriate.
11. Any employee who believes that he or she may have been subjected to treatment which breaches this Policy may raise the matter through the grievance procedure.

#### **Policy statement on harassment at work**

1. The School believes that the dignity of every person must be respected. Harassment of colleagues or pupils is unlawful and unacceptable and will be regarded as a disciplinary offence, which, in serious cases, may be classed as gross misconduct, resulting in instant dismissal. The highest standards of conduct are required of everyone, regardless of seniority.
2. The School recognises that harassment may take many forms. It may be directed towards persons of either sex. It may relate to a person's ethnic origin, religion or belief, age, sex, sexual orientation, physical or mental attributes or some other personal characteristic.



3. Harassment may involve action or inaction, behaviour, exclusion, comment or physical contact that the recipient finds objectionable or offensive. It may result in the recipient feeling threatened, humiliated, intimidated, patronised, demoralised or less confident in their ability. Condoning such conduct may be harassment in itself. The test of harassment is, at least in part, subjective.
4. Examples of unacceptable conduct include:-
  - verbal abuse, or insulting behaviour
  - sexist or racist jokes, jokes about an individual's sexual orientation or jokes about an individual's physical or mental attributes
  - the display or circulation of sexually suggestive or racially abusive material
  - bullying, coercive, intimidating or threatening behaviour
  - the ridicule or exclusion of an individual for cultural or religious differences, on the grounds of sex or sexual orientation or on the grounds of disability or other protected characteristic
  - persistent teasing or constant unfounded criticism of the performance of work tasks
  - unsolicited or unwelcome sexual advances, including touching, staring or commenting
  - comments of a sexual nature about a person's appearance or dress
  - bribery or attempted bribery.
5. An allegation of harassment must not be made lightly. If it is found that an allegation of harassment has been made without foundation and maliciously, then this will also be regarded as a disciplinary offence and in serious cases may be regarded as gross misconduct leading to instant dismissal.
6. All complaints of harassment should be made to the appropriate manager unless the complaint is regarding this person, in which case the complaint should be to that person's superior. Reference should be made to the grievance procedure in the Personnel and Payroll Policies.

#### **Statement to Prospective Parents**

In line with the Equality Act 2010 and the stated protected characteristics in particular, we do not discriminate in any way regarding entry. For example the School does not treat disabled or prospective pupils less favourably for any reason related to their disabilities than it treats those to whom that disability does not apply. We welcome pupils with physical disabilities provided that our site can cope with them. However, the Senior School in particular is situated on a steep hill and whilst every effort has been made to make it as accessible as possible for wheelchair users, there are some areas where this is not feasible due to the topography. The School will always consider reasonable adjustments to admission arrangements to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils. We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. However, we advise parents of children with special education needs or physical disabilities to discuss their child's requirements with the Principal/Head before he or she sits the entrance exam so that we can ensure that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

See also SEND policy for information relating to pupils.