



A M E S B U R Y

'An 'Amazing' Place for their education'

ISI Inspection 2017

EARLY YEARS ASSISTANT MATERNITY COVER

Amesbury is an oversubscribed, independent co-educational day preparatory school catering for pupils between the ages of 2+-13+.

The main catchment area includes Godalming, Haslemere, Midhurst, Petersfield and Farnham. The area is very well catered for in educational terms, with strong infant and primary school provision. In spite of intense competition Amesbury has emerged as one of the strongest preparatory schools in the area and features in the Good Schools Guide.

The School was inspected by ISI in September 2017, and judged to be excellent in all categories and subcategories. Needless to say the school was also found to be fully compliant.

Pupils leave to join a wide range of the best day and boarding senior schools in the UK including Brighton College, Bedales, Bradfield, Bryanston, Canford, Charterhouse, Cranleigh, Frensham Heights, Guildford High School, Harrow, Lord Wandsworth College, Marlborough College, The Portsmouth Grammar School, Priors Field, RGS Guildford, Rugby, Seaford College, St Catherine's, Tormead, Wellington College, Winchester College et al.

Since 2012 the School has invested £3m in capital projects, including a purpose built Common Room, a Dance Studio and a £1.3m Visual Arts Centre. In addition to which the school has recently made a significant investment in infrastructure and tablet technology.

Recent projects include the development of new Reception Classrooms and refurbishment of our Science Laboratories.

Amesbury is a day school. Registration is at 8.15am and school finishes at 5.45pm. There are no weekend commitments. It is a special place. We work hard, have fun, innovate, and strive to be exceptional.

PERSONAL INFORMATION

EARLY YEARS ASSISTANT MATERNITY COVER

A part-time Maternity Cover position located in the Early Years of our Pre-Prep Department. 2/3 days per week between the hours of 8:00am and 6:00pm. On a day-to-day basis, the Early Years Assistant (EYA) will report to the Head of Early Years.

The EYA should familiarize themselves with the Amesbury 'Attitudes and Behaviors' Framework document in order to understand what we believe high performance looks like.

a) **Qualifications and Skills**

- Early years Qualification preferable
- Experience of working within Early Years
- GCSE's or equivalent in English and Maths
- Have strong interpersonal and teamwork skills

b) **Character & Personality**

- Be the absolute opposite of a clock watcher, wanting to go the extra mile
- Understand that relationships, not rules, makes schools successful
- Have a sense of humour
- Be an energizer rather than an energy sapper
- Be willing to 'roll your sleeves up' and pitch in
- Dive head first into a very busy, creative school
- Be committed to working hard every day in order to develop something incredible
- Take the initiative, work independently and be prepared to take intellectual risks
- Want to work collaboratively
- Be a strong communicator
- See creative opportunities that are not always obvious
- Be utterly reliable
- Have a strong desire to make a difference

c) **Child Protection / Safeguarding**

Amesbury is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to maximise opportunity, minimise risk and continuously promote a culture of safeguarding amongst our workforce.

All successful applicants will be required to complete an enhanced DBS check which must be maintained throughout the period of employment.

JOB DESCRIPTION

EARLY YEARS ASSISTANT MATERNITY COVER

School Aims

Our principle purpose is quite straightforward. It is simply that we want every child to enjoy his or her time at school; to feel valued as individuals, in an environment where their talents can prosper to the benefits of the community, so that when the time comes to leave us, each child will do so with confidence high, skills sharpened and personalities rounded.

More specifically we aim to:

- Develop in every child the necessary skills, aptitudes and abilities to enable him/her to move on to senior school and beyond as an emotionally resilient, autonomous learner.
- Develop a caring community within the school by encouraging commitment, courtesy, co-operation, tolerance and compassion towards one another whilst understanding that each individual is a member of a wider community.
- Promote and nurture a close relationship between home and school in the partnership of education.
- Provide pupils with a model of how an excellent organization is run, one in which there is culture of high achievement, a willingness to adapt and a propensity for innovation.
- To create the circumstances in which all members of staff have the opportunity for personal development and feel able to make the fullest of contributions to school life.
- Fulfill our social and environmental responsibilities to society.

Purpose

- Assist in teaching the Early Years Foundation Stage curriculum
- Improve the quality of teaching and learning in your specific area of responsibility and where possible throughout the school.
- Successfully manage the interface between school, parents and the wider community, recognising how crucial this function is in an independent fee paying school.
- Treat as a professional confidence, any information concerning individuals, gained in the course of school life.
- Participate in the School's 'Personal Performance and Development Plan' (PPDP).
- Know and apply school policies on safeguarding, health and safety, behaviour, teaching and learning, equal opportunities etc. and to take part in any training courses related to these offered by the School to gain further knowledge (within employed hours).
- Be prepared to accept changes to this specification in order to meet the changing needs of the School.

Specific Responsibilities

- It is the job holder's responsibility for promoting and safeguarding the welfare of children for who s/he is responsible, or with whom s/he comes into contact, to adhere to and ensure compliance with the School's Child Protection and Safeguarding Policy Statement at all times. If in the course of carrying out the duties of the role, the job 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 Safeguarding Lead or the Deputy Designated Safeguarding Lead.
- Implement effectively all safeguarding, Prevent and child protection policies and practices.
- Support the room leader implementing activities that enable all the children to access all areas of the Early Years Curriculum.
- Work in both Pre-Nursery (2+) and Nursery (3+) as required.
- Support, encouragement and supervision of children enabling them to take the first steps towards becoming happy independent learners.
- Promote learning experiences through play-based activities.
- Provide outdoor learning experiences.
- Assist in arranging an attractive, stimulating and organized learning environment for the children.
- Assist in planning and observations.
- Provide a Keyworker role which entails providing personal care, making observations, completing individual children's 'Learning Journeys'.
- Actively promote good school/home relationships.
- Carry out supervisory duties at lunch and playtimes as required.
- Treat as a professional confidence, any information concerning individuals, gained in the course of school life.
- Participate in the School's 'Personal Performance and Development Plan' (PPDP).
- Be prepared to accept changes to this specification in order to meet the changing needs of the School.
- Know and apply school policies on child protection, health and safety, behavior, teaching and learning, equal opportunities etc. and to take part in any training courses related to these offered by the School to gain further knowledge (within employed hours).
- Complete required Prevent, safeguarding training and awareness in compliance with Amesbury's policies and procedures.