



Queen's College Preparatory School

Established 2002

EYFS Teacher

Reporting to: Assistant Head Prep

The Role

We are seeking an enthusiastic, caring, and highly motivated teacher to join the Early Years team at Queen's College Preparatory School. This is an exciting opportunity for an individual who is passionate about delivering exceptional Early Years education and creating a warm, engaging, and inspiring environment in which every child can flourish.

The successful candidate will play a key role in nurturing children's curiosity, confidence, and independence through high-quality play-based learning and a child-centred approach. Committed to inclusive practice and excellence in teaching, you will support each child's academic, social, and emotional development while fostering a strong sense of wellbeing and belonging within the school community.

Working closely with colleagues and parents, you will contribute to the outstanding provision of the Early Years department and help ensure that every child at Queen's College Preparatory School receives the very best start to their educational journey.

Key Responsibilities

The successful candidate will be required to:

- Deliver engaging, creative and well-structured lessons tailored to early years pupils
- Set high expectations which inspire, motivate and nurture young learners
- Establish a safe, caring and stimulating environment rooted in mutual respect and emotional security
- Plan activities that extend and support pupils of all backgrounds, abilities and developmental stages
- Model consistently the positive attitudes, values and behaviour expected of pupils
- Promote a love of learning through play-based and exploratory approaches, fostering curiosity and independence

Promote excellent progress and outcomes

- Promote a love of learning through play-based and exploratory approaches, fostering curiosity and independence
- Be accountable for pupils' development, progress and early learning outcomes
- Plan teaching based on pupils' developmental stages, interests and prior experiences
- Encourage pupils to reflect in age-appropriate ways on their learning and achievements
- Demonstrate knowledge of how young children learn, including through play, exploration and social interaction
- Support pupils in developing independence, confidence and a positive attitude towards learning

Make accurate and productive use of assessment

- Support pupils in developing independence, confidence and a positive attitude towards learning
- Understand and apply assessment practices appropriate to the Early Years Foundation Stage (EYFS), in line with school policy
- Observe, assess and record children's progress to inform planning and next steps
- Use formative and summative assessments to monitor development and identify support needs
- Provide regular feedback to pupils and parents, both informally and through structured reporting
- Embed Assessment for Learning strategies within daily practice

Fulfil wider professional responsibilities

- Contribute positively to the wider life and ethos of the school (e.g. assemblies, events, co-curricular activities, parents' evenings)
- Promote environmental awareness and responsibility within the classroom and school community
- Build effective professional relationships with colleagues and support staff
- Work collaboratively with Teaching Assistants to support pupils' learning and wellbeing
- Engage in continuous professional development and respond to feedback
- Communicate effectively and sensitively with parents regarding pupils' progress, wellbeing and development
- Use school systems to support teaching, learning and communication

Adapt teaching to respond to the strengths and needs of all pupils

- Differentiate learning activities to meet a wide range of developmental needs

- Understand factors that may impact early learning and development, and adapt teaching accordingly
- Demonstrate awareness of the physical, emotional, social and cognitive development of young children
- Support pupils with diverse needs, including those with SEND, EAL, and those who are more able, in line with school policies

Manage behaviour effectively to ensure a positive and safe learning environment

- Establish clear routines and expectations appropriate for early years settings
- Promote positive behaviour through praise, encouragement and consistent boundaries
- Use effective strategies to engage and motivate young learners
- Build strong, supportive relationships with pupils while maintaining appropriate authority
- Ensure the classroom is a safe, inclusive and nurturing environment

Other Duties

- Ensure the classroom is a safe, inclusive and nurturing environment
- Undertake additional duties commensurate with the role, as reasonably required

All staff are expected to:

- Undertake additional duties commensurate with the role, as reasonably required
- Contribute actively to the development and implementation of school policies
- Promote equality of opportunity for all pupils
- Adhere to all school policies and procedures
- Safeguard and promote the welfare of children at all times

Person Specification

Essential

- University degree from a recognised academic institution
- Recognised teaching qualification (EYFS or Primary)
- Qualified to work and teach in the UK
- Strong understanding of early years education and pedagogy
- Knowledge of safeguarding and child protection procedures
- Working knowledge of the EYFS framework
- Experience supporting young children's development across all areas of learning
- Commitment to the ethos of the school
- Excellent interpersonal, written and verbal communication skills
- Ability to work effectively as part of a team
- Commitment to ongoing professional development
- Strong organisational and planning skills
- Competence in using ICT to support learning
- Ability to create a nurturing, engaging and stimulating learning environment
- A belief in the potential of every child
- Ability to build strong relationships with children, colleagues and parents
- Personal qualities of resilience, integrity, warmth and enthusiasm
- Flexibility, initiative and a proactive approach to responsibilities
- High attention to detail and reflective practice
- Professionalism at all times
- A positive attitude and sense of humour
- Willingness to contribute to the co-curricular life of the school

Desirable

- Paediatric First Aid qualification
- Understanding of the independent schools' sector in London
- At least 2 years' experience in an EYFS setting
- Experience working within a nursery or reception class environment

Terms and Conditions

- Fixed term position for one year
- Full time, term time only
- Start date: September 2026
- Normal working hours: 8.00am – 4.00pm on Monday, Tuesday, Thursday, 8.00am – 5.15pm on Wednesday, 8.00am – 3.30pm on Friday, with occasional evening work
- Competitive salary, dependent on qualifications, skills and experience
- Free lunch in the Dining Room during term time
- Defined Contribution pension scheme (up to 22% employer contribution)
- Healthcare insurance (taxable benefit)
- Wellness Allowance
- Cycle to Work Scheme
- Employee Assistance Programme

Queen's College, London is committed to safeguarding and promoting the welfare of children; applicants must be willing to undergo the requisite pre-employment procedures, including checks with past employers and the Disclosure and Barring Service.

During the shortlisting process, Queen's College, London will consider carrying out an online search on shortlisted candidates as part of its due diligence.

This post is 'exempt' from the Rehabilitation of Offenders Act 1974; all shortlisted applicants will be required to declare:

- *All unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974*
- *All spent adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020*

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further guidance on disclosure can be found [HERE](#).

Queen's College, London recognises the positive value of diversity, promotes equality and challenges discrimination. We welcome applications from people of all backgrounds.