

AQUILA NIDUS MONTESSORI SCHOOL

We partner with parents to empower children to maximise their potentials

JOB DESCRIPTION

Montessori Guide – Infant Community (0–3 years)

(Assistant to Infancy / Lead Guide / Directress)

Position	Montessori Guide – Infant Community (Assistant to Infancy)
Community	Infant Community (0–3 years): Nido and Toddler Community
Reports to	Head of School
Direct Reports	Infant Community Assistant(s) and Carer(s)
Location	Aquila Nidus Montessori School, Lagos, Nigeria
Employment Type	Full-time

1. About Aquila Nidus

Aquila Nidus Montessori School is an authentic Montessori environment in Lagos serving children from birth to age six across two communities: the Infant Community (0–3) and the Children’s House (3–6). For over a decade we have partnered with parents to support the holistic development of the child — physical, cognitive, social, emotional and spiritual — through a prepared environment, trained adults and deep respect for each child’s natural unfolding.

2. Role Purpose

The Montessori Guide in the Infant Community holds primary pedagogical responsibility for children from birth to age three. The Guide prepares and sustains a beautiful, ordered and developmentally precise environment that supports the child’s drive towards independence, language, coordinated movement and the construction of self.

This is a senior teaching role grounded in Montessori principles for the first plane of development. The Guide observes each child closely, presents activities at the moment of readiness, supports families as the child’s first educators, and leads a small team of assistants in maintaining the rhythm and dignity of the community.

3. Key Responsibilities

3.1 Pedagogical Leadership of the Infant Community

- Prepare and maintain a Montessori environment for children 0–3, including Practical Life, Language, Movement, Art and Music, Care of Self, Care of the Environment, and the Nido / weaning area.
- Plan, present and refine individual lessons and activities based on systematic observation of each child.
- Maintain detailed observation records, developmental milestones and individual child portfolios.
- Support the child’s development of independence in toileting, dressing, eating, sleeping and self-care, in collaboration with families.

- Protect the work cycle and the child's concentration through calm, slow movement, low voice and minimal interruption.
- Model and embed Grace and Courtesy in every interaction — with children, with parents and with colleagues.

3.2 Care of the Child

- Hold a warm, respectful and attuned relationship with each child in the community.
- Support separation, transitions, rest, feeding and toileting with consistency and dignity.
- Identify and respond to each child's sensitive periods and developmental needs.
- Recognise signs of developmental difference or delay and partner with parents and specialists where appropriate.
- Uphold the school's safeguarding, health and hygiene policies at all times.

3.3 Partnership with Parents

- Lead the induction of new families into the Infant Community, including home visits where appropriate.
- Conduct parent-teacher conferences and write developmental reports each term.
- Communicate daily handover information clearly at drop-off and pick-up.
- Deliver parent education sessions on topics such as weaning, sleep, toileting, language, movement and the prepared home environment.
- Maintain strict confidentiality regarding children, families and staff.

3.4 Leadership of the Community Team

- Direct, mentor and supervise the Infant Community Assistant(s) and Carer(s) in their daily work.
- Allocate roles and routines so that the environment functions calmly and predictably.
- Lead weekly community meetings, observation reviews and planning sessions.
- Model the standards of preparation of the adult: punctuality, presentation, tone, movement and emotional regulation.
- Coach assistants in observation, respectful care and Montessori principles for 0–3.

3.5 Care of the Environment

- Oversee the daily preparation, beauty and order of the Infant Community indoor and outdoor environments.
- Design, source, prepare and maintain Montessori materials appropriate to the age group.
- Audit and refresh the environment each term in line with the developmental profile of the community.
- Maintain inventory of materials, consumables and Nido equipment.

3.6 Contribution to the Wider School

- Contribute to school-wide planning, admissions, open days and parent events.
- Collaborate with the Children's House Guide on transition planning for children moving from 0–3 to 3–6.
- Engage in ongoing professional development, study circles and Montessori refreshers.
- Represent the school in the wider Montessori and early childhood community.

4. Person Specification

Essential

- AMI Assistants to Infancy Diploma (0–3), AMS Infant & Toddler Credential, or equivalent MACTE-accredited 0–3 Montessori qualification.
- Bachelor's degree in Education, Child Development, Psychology, Early Childhood Studies or a related field.
- Minimum 2 years' experience working with children under three, including at least 1 year leading a 0–3 Montessori environment.
- Demonstrable understanding of the first plane of development, the human tendencies, and the sensitive periods of the child 0–3.
- Confidence in presenting Montessori activities across Practical Life, Language, Movement, and Care of Self.
- Strong observation, record-keeping and report-writing skills.
- Excellent spoken and written English; ability to communicate sensitively with parents from diverse backgrounds.
- Calm temperament, emotional steadiness and the capacity to move slowly and quietly throughout the day.
- Physical capability for the demands of the role: lifting toddlers, sitting on the floor, bending, kneeling and being on your feet for extended periods.
- Commitment to ongoing personal preparation and professional growth.

Desirable

- AMI Assistants Course (0–3) certification in addition to the Diploma.
- Familiarity with complementary respectful caregiving approaches such as RIE (Magda Gerber) or the Pikler approach.
- Experience with children with developmental differences, including autism and learning differences.
- Paediatric first aid and CPR certification.
- Experience delivering parent education and community outreach.

5. Personal Qualities We Value

- Observant — you see what the child is telling you through their behaviour.
- Reflective — you study the child, study yourself, and adjust.
- Steady — your presence is calm, predictable and dignified.
- Humble — you understand that the child is the protagonist and the adult is a servant of development.
- Joyful — you bring lightness, warmth and dignity to the daily life of the community.
- Collaborative — you build a team rather than a hierarchy.

6. Key Performance Indicators

- Quality and consistency of the prepared environment, assessed through scheduled observations.
- Depth and frequency of child observations and individual records.
- Timeliness and quality of termly developmental reports.

- Parent satisfaction and engagement, assessed through surveys and conferences.
- Retention and developmental progression of children in the community.
- Growth and development of assistants under the Guide's mentorship.

7. Remuneration and Benefits

- Competitive monthly salary commensurate with qualifications and experience.
- Paid leave in line with the school calendar.
- Sponsored Montessori refresher training and ongoing professional development.
- Supportive, collaborative team culture grounded in respect for children and adults.
- Statutory contributions in line with Nigerian labour regulations.
- Comfortable accommodation – if need be.

8. How to Apply

Interested candidates should submit the following to agnoffice@gmail.com, and copy sbuplifts@gmail.com with the subject line "Montessori Guide 0–3 Application – [Your Full Name]":

- Updated CV (maximum 3 pages), including details of Montessori training and 0–3 teaching experience.
- A one-page cover letter answering: What does "follow the child" mean to you in the 0–3 environment, and how do you live it in practice?
- Copies of relevant Montessori diplomas and certifications.
- Names and contact details of two professional references, including a recent supervisor.

The selection process includes an interview, a half-day classroom observation and a short pedagogical conversation with the Head of School. The classroom observation is paid as a stipend.

Aquila Nidus Montessori School is an equal-opportunity employer. We welcome applications from candidates of all backgrounds and are committed to safeguarding the children in our care.