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**Enquire Learning Trust Application Pack**

**Level 3 Nursery Practitioner**

GODLEY COMMUNITY PRIMARY ACEDEMY

ST. JOHN’S DRIVE

HYDE

SK14 2QB



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**1. The Enquire Learning Trust Visions, Values and Mission**

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**A group of kids playing outside

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**A group of girls in school uniforms

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**The Enquire Learning Trust**

We are a multi-academy trust currently responsible for 32 academies in four clusters across the North of England; North East Lincolnshire, Hull, Manchester, Teesside and North Yorkshire.

We work in complete collaboration with each of our academies and place a strong emphasis on school-to-school support and learning. Our academies work in collaboration with one another, sharing both their talent and ideas with others, giving employees the opportunity to learn from individuals within our other academies.

We recognise that the most important assets we have are our employees, and for our academies to succeed we need to ensure we employ the very best people in every single role. Our core values and beliefs are consistent throughout all of our academies, and our keys to success are at the heart of everything we do.

Every role across the Trust is valued, appreciated and purposeful. We believe that the outcome of every role across the Trust should improve the education each of our learners receive. Whether teaching, support or leadership, every single role is vital to the success of our academies.

We also recognise that all of our academies are different, and we encourage individuality. Whilst we believe our academies should work together to support best practice and to share ideas, we don’t believe that implementing blanket priorities and objectives is pertinent to a successful academy, and we encourage autonomy for academy leaders wherever possible.

**Values**

* We believe that all learners can be powerful learners given access to extraordinary learning experiences. We want children and the academies they attend to be confident, successful and ambitious.
* We envisage a Trust where well led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful and where all learners have access to effective and innovative provision that meets their needs and aspirations.
* We want to add value to achievement and raise standards. We also want to change lives. We know this requires our provision and our practice to be world-class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.
* We take learning seriously and work together to create a vibrant culture in which this can happen.  We know that it’s what we do that counts and that our thinking must be visible in classrooms if it is to have leverage.  Children are at the forefront of all that we do and aspire to do. We take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that tap into their passions and interests and use the potential of emergent technologies.

**Mrs Suzanne Clawley-Welton, Principal, says........**

**A person with glasses on her head

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*A warm welcome to you and your family to our happy, community academy.*

**Believe to Achieve**

Godley is all about learning. We have high expectations and work hard to ensure all children achieve well. We are keen to instill a sense of self belief into the children and nurture their aspirations.

**Shine Together**

We provide a learning environment which is creative, relevant and enjoyable, where learning becomes a life skill, allowing all children to become valued and active members of our community. We celebrate achievement together and teamwork is a key element of our ethos.

**Happy and Nurturing Learning Environment**

We are a safe and happy school where we encourage all children to make mistakes, learn and try again. All our classrooms are very well resourced. Each has an interactive screen, laptops, i pads and computing devices for cross-curricular IT learning.

**Support**

We welcome and actively support everybody in our school team and I know you will enjoy working in partnership with us providing an impressive quality education for all.

**Contact us**

Please do not hesitate to arrange an appointment to visit us and see how wonderful our school is. To make an appointment please email: head@godleyprimary.co.uk or telephone 0161 368 3162

A logo with sun and hills

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**GODLEY COMMUNITY PRIMARY ACADEMY**

St. John’s Drive

Hyde

Cheshire

SK14 2QB

Tel: 0161 368 3162

Website: www.godleyprimary.co.uk

Head Teacher: Mrs. S. Clawley-Welton

Deputy Head Teacher: Miss. H. Maxted

**Level 3 Nursery Practitioner**

**Required for 1st September 2025**

**30 hours per week,**

**1 x AM shift 52 weeks per year, 07.30 – 13.30**

**or**

**1 x PM shift 52 weeks per year, 12.15 – 18.15**

**NJC Point 7 - 12 (actual salary £21,320)**

We are seeking to appoint a suitably qualified, enthusiastic, and highly motivated Nursery Practitioner to join our team. The successful applicant will work under the direction of the Nursery Manager and EYFS lead.

The successful applicant will demonstrate:

• Experience of working with early years aged children

• Excellent interpersonal, communication and organisational skills

• A commitment to promoting the inclusion and acceptance of all pupils

• Willingness to work flexibly across the school if required

• A commitment to teamwork and sharing best practice

***Godley Academy is committed to safeguarding and promoting the welfare of all children. This appointment will be subject to safer recruitment procedures and a full enhanced DBS check and references will be taken up.***

Application process, job description and person specification available from v.arrowsmith@godleyprimary.co.uk

All completed application forms are to be emailed to v.arrowsmith@godleyprimary.co.uk or by hand/post to the school office, by the closing date listed below. Shortlisted candidates will be contacted by telephone.

**Closing Date: 23rd May 2025**

**Interviews: 11th June – 13th June 2025**

**A logo with sun and hills

Description automatically generatedGodley Community Primary Academy**

**Job Description**

**Job Title** L3 Nursery Practitioner

**Location**  Godley Community Primary Academy

**Salary Grade** SCP 7 – 12 (depending on experience)

**Reporting to** Nursery Manager and EYFS Lead

1. **Job Purpose**

* To supports the nursery manager in the smooth running of the nursery
* To deliver high standards of care, child development and nursery for the nursery children in a welcoming, caring and safe environment.
* To comply with all regulatory requirements including the Early Years Framework.
* To ensure the safety of all children through clear Safeguarding policies and procedures.

1. **Relationships**

* The post holder reports to the Nursery Manager
* The post holder is also accountable to the EYFS Lead and Principal.
* Develop and maintain positive relationships with children, colleagues and parents/carers.

1. **Main Duties**

* To support children’s learning and to share in the care and wellbeing of the children throughout the nursery and at times across other areas of the school.
* Provide targeted support to enhance learning for children with a range of needs: SEMH, Speech and Language difficulties, motor difficulties, social interaction and communication difficulties.
* To support individual and small groups of children in the curriculum to accelerate their learning.
* Support in the development and maintenance of appropriate planning, observation, and assessment procedures
* Has some knowledge of SEND and experience of working with SEND children (e.g., ASD, ADHD, attachment and trauma difficulties, specific learning difficulties, sensory/physical needs)
* To carry out specific administrative/ procedural tasks to support the running of the nursery.
* Work as part of a team and assist the nursery manager to ensure quality education for the children.
* To promote the development of language and speech, including providing additional support to children with special needs or to bilingual learners, by working alongside the class teacher.
* Work or play with individuals/small groups of children by planningand carrying out relevant activities that accelerate and raise the level of achievement for all pupils involved in all areas of the curriculum, under the guidance of the Nursery Manager.
* Assist the nursery manager by receiving instructions directly from professional or specialist support staff involved in the children’s education. These may involve social workers, health visitors, language support staff, speech therapists, educational psychologists and physiotherapists.
* Assist with the reception and departure of children at the beginning and end of nursery sessions as well as being responsible for the clocking up of the nursery.
* Assist with always maintaining good discipline throughout the nursery, following procedures. When directed escort and supervise children on planned visits/journeys.
* Assist and attend with events e.g., stay and play, home visits, parents’ meetings, concerts and festivals
* Works in partnership with collegues, within an agreed system of supervision, to deliver learning activities, and interventions.
* Uses own initiative to assess and evaluate pupils’ needs and leads the delivery of learning activities by application of specific skills, knowledge and experience with and of pupils and area of curriculum.
* Follows all school / Nursery policies and procedures, in particular: Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy
* Participates as required in the nursery’s performance management and supervision systems and take part in appropriate training and development activities
* Makes appropriate use of ICT and adhere to policies relating to it within their work and in line with the school’s systems of working

1. **Safeguarding**

* Report any concerns about the safety or wellbeing of pupils, staff and adults within the nursery (and school), as well as members of their families, including children.
* Employees should be aware of their roles & responsibilities to both prevent and respond appropriately to abuse. They should undertake the safeguarding training required for their role.
* Be aware of suspected or actual cases of child abuse, referring such matters to the appropriate designated person for further action.

1. **Health and Safety**

* Support children’s eating needs, encouraging children to eat and drink when required.
* Record and communicate children’s daily eating and toileting habits.
* Ensure effective supervision at mealtimes and that all dietary requirements are adhered to.
* Undertake daily risk assessments e.g., locking gates, spilling of water, monitoring the condition of toys and equipment and reporting any health and safety concerns to the nursery manager.
* Always maintain a clean and safe environment both inside and outside.
* All employees have a responsibility under the Health and Safety at Work Act 1974 for their own health, safety and welfare and to ensure that the agreed safety procedures are carried out to provide a safe environment for other employees and anyone else that may be affected by the carrying out of their duties.
* All staff have a responsibility to identify and report risks, hazards, incidents, accidents and near misses promptly, in accordance with our Health and Safety Policy.
* All staff must be familiar with emergency procedures in their workplace.

1. **Other responsibilities**

**CREATIVITY & INNOVATION**

* Monitors and is responsive to pupil learning and behaviour at all times; requires forward thinking and the use of fresh ideas to encourage pupils to learn.
* Monitors and is responsive to pupils’ personal needs and communication which will require creativity and innovation when reviewing learning plans in light of changing circumstances.
* Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate.
* Based on their knowledge and understanding of pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher.
* Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise.
* Participates in the design of classroom and school displays.

**DECISIONS – discretion and consequences**

* Recognises when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils’ behaviour becoming disruptive or dangerous. Always follow the school Behaviour Policy.
* Takes action to meet pupils’ needs as they arise to avoid undue physical or mental stress.
* Communicates information effectively to teachers, other professionals and parents whenever the need arises.
* Recognise and act when necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress.
* Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff.
* Make decisions regarding staffing issues relevant to the supervisory responsibilities of the teaching assistant team.

1. **Working Environment**

**Work demands**

Need to implement activities in lessons as planned also working to other deadlines. Work may be subject to some change and interruption e.g., unplanned absences of staff and children, unexpected visits by parents and professionals and when supervisory duties are called for.

**Physical demands**

Involves mainly supervising children but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running, when meeting pupils’ personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures.

**Working conditions**

Majority of work takes place in nursery environment, indoor and outdoor. May involve outside activities e.g., forest school, off-site educational activities in all weather conditions as required. May also involve visits in the home.

**Work context**

Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively.

Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children.

Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene.

Risk of infection when dealing with unwell children.

**Godley Community Primary Academy**

**Level 3 Nursery Practitioner**

**Personal Specification**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Method of assessment** |
| **Qualifications** | * Relevant Early Years Level 3 qualification * Excellent English and Maths skills. * Willingness to attend First Aid course (if not already in possession of this qualification). * Willingness to undertake professional and personal development. | * Full First Aid qualification * Early Years CPD | Application  Interview |
| **Knowledge and experience** | * Experience of supporting learning in Nursery or Reception * General understanding of early years curriculum and guidance. * Secure knowledge of child development. * Understanding of supporting children with their PRIME areas of learning. * Understanding of how to support children with reading, writing and maths. * Experience delivering an early maths programme. * Understanding of children’s developmental milestones and support required * Use of basic ICT – computer, video, photocopier. * Basic understanding of barriers to children’s learning and ways to remove these obstacles. * Awareness of legislation relating to safeguarding procedures. | * Experience of working with children with a range of SEND and delivering interventions (SEMH, Speech and Language, Communication and Interaction) * Understanding of assessing and tracking progress within the Early Years * Experience of working in partnership with parents and outside agencies * Experience of following a key worker approach | Application  Interview  References |
| **Skills** | * Ability to build relationships with children and adults. * Ability to work with an individual or group * Effective communication with colleagues and children * Good organisational skills * Ability to use initiative and retain professionalism. * Positive approach to behaviour management * Model acceptable behaviour * Ability to liaise with external professionals in order to support individual children. * Meet the expectations set out in the job description * Effective team working |  | Application  Interview  References |
| **Personal characteristics** | * Flexible approach * Calmness * Awareness of confidentiality * Show initiative * Enthusiasm for role * Reliable * Have high expectations * Nurturing Personality | * Have a “PACE” approach with all children in school (Dan Hughes) Playfulness, Acceptance, Curiosity and Empathy | Interview  Referees |