Rye Community Primary School, Part of Aquinas

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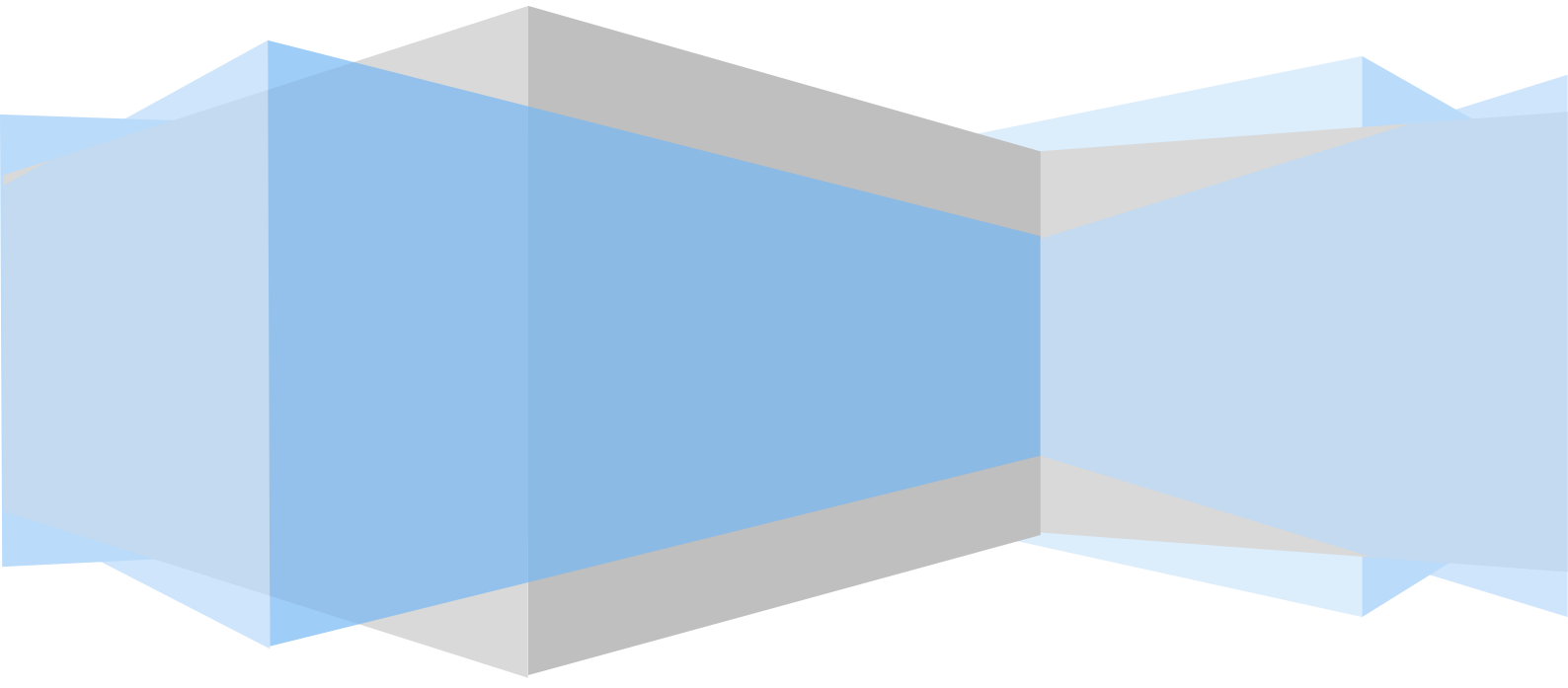
Application Pack

Part Time Nursery Practitioner Level 3 *Pay Grade 7*

Required: as soon as possible



Nursery Practitioner – Level 3

Rye Community Primary School is seeking to appoint an enthusiastic, energetic, and adaptable part time Nursery Practitioner level 3 to join in our classroom-based nursery. The nursery setting will consist of children aged between 2 and 4 years old. The nursery is currently open for 5 days a week, Monday - Friday from 8:30am to 15.15. These times are open to change in the light of the needs of the community. Staff will work to a rota system to ensure that appropriate staffing levels and expertise are maintained throughout the setting's opening periods.

Staff will be able and enthusiastic about working with a variety of professional disciplines and to put the child at the centre of their work.

Our ideal Candidate will demonstrate an understanding of:

- The foundation stage learning goals.
- How children learn and develop between the ages 2 and 4.
- The importance of children's holistic development in important areas such as speech, personal social and emotional development, physical development, literacy, and numeracy.
- The effect of developmental stage, wellbeing and circumstances on a child's learning and development.
- The significance of attachment, the key person's role and how significant events can impact a child.
- How to support children through transitions.
- **Hold Level 3 Diploma in Early Years Education & Care**

The successful applicant will be able to demonstrate an understanding of the following:

- The legal requirements and guidance concerning safeguarding, security, confidentiality and promoting welfare.
- Safeguarding policies and procedures, including online safety and child protection.
- Your role in relation to safeguarding, security child protection, reporting and confidentiality.
- The signs that a child is in danger or at risk of serious harm or abuse, and the necessary action required to protect them.

In return, we offer:

- A happy community committed to the professional development of all colleagues.
- A distinctive local context ensuring we place inclusivity at the heart of all we do.
- A skilled and experienced team of teachers and other professionals.
- A motivated leadership team leading rapid improvement to the children's life chances.
- A school in which the children are enthusiastic, engaging, and thoughtful.

We would be pleased to welcome you for an informal visit to our school prior to application.

Rye Community Primary School is committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check.

As an employee of the Aquinas Church of England Education Trust you are required to have regard to the character of the Trust and its foundation and to undertake not to do anything in any way contrary to the interests of the Foundation.

The Application Process and Timetable

Closing Date

You are invited to submit an application form, available with this pack, along with a personal statement outlining your suitability for the role against the person specification and job description.

- Closing date for applications: **Monday 12th October 2026 midday**

We reserve the right to withdraw a Vacancy advert, should we find a suitable candidate.

Short Listing

The candidates selected for interview will be informed after short listing and full details of the interview programme will be provided. If you have not heard anything from us after the interview date below, please assume your application has not been successful.

Interviews

Candidates will be invited for interview.

Interviews: **Friday 16th October 2026**

Appointment

All candidates will be contacted following interview.

- Appointment to commence: **as soon as possible**

Rye Community Primary School has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete an Equal Opportunities Monitoring Form along with their application.

Rye Community Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all colleagues and volunteers to share this commitment. Successful applicants will be required to undertake a DBS enhanced clearance.

Please send your application along with a personal statement outlining your suitability for the role against the enclosed person specification and job description to **hrteam@ryecollege.co.uk** Alternatively, submit your application to the Headteacher, Rye Community Primary School, The Grove, RYE TN31 7ND. Please note a signed copy of your application form will be required prior to interview.

Dear applicant,

On behalf of our children, colleagues and trustees, I would like to thank you for your interest in a position at Rye Community Primary School and Nursery. I hope you find the application pack both helpful and informative.

Rye Community Primary School and Nursery are places where learners feel safe, cared for and have space to learn. We pride ourselves on being a closely knit community where children are known as individuals and their talents are nurtured and celebrated.

There is significant transformational change to improve the standard of education and facilities at Rye Community Primary School – ideal for ambitious and talented individuals to truly make a difference and build upon our most recent Ofsted good grading.

We also pride ourselves on meeting the needs of every child – we see it as our role to unlock the diverse abilities and talents found in each pupil regardless of ability, background or need. Through an imaginative and vibrant curriculum, we provide a gateway for learning which from the outset, challenges everyone to 'Dream, Believe, Achieve'. We want to inspire and excite – creating a love of learning which will serve our children well throughout their educational journey.

Since November 2018, Rye Community Primary School and Nursery have been part of Aquinas - an educational trust of eleven schools in the south-east. We believe our children will benefit enormously from our shared ambition to excel. We are proud to be working together with Aquinas to build on our reputation for supporting children in realising their potential and going on to lead fruitful and productive lives.

In your application, please outline why you would like to join us, how you meet the person specification and what might make you our first-choice candidate. We value honesty.

I look forward receiving your completed application.

With thanks,

Miss F Brassleay
Headteacher

Job Description

Details

Remit:	**Nursery Practitioner Level 3**
Revised Grade, FT:	**Single Status Grade 7 Points 18 (£29,668.00 FTE)**
Pro-Rata Salary:	**£12,359.74 p.a.**
Hours Per Week:	**18 Per Week – Monday to Wednesday 9 am to 3:30pm (includes 30 minute unpaid break)**
Weeks Per Year:	**39 Weeks Per Year (Term-time only)**
Contract:	**Permanent**
Accountable to:	**EYFS Lead / Headteacher**

Main Purpose of the Job:

- Plan and provide effective care, teaching and learning for children from two to the age of five, providing activities which are suitable for the age range of each group, enabling them to progress and preparing them for school.
- Support and promote children's early education and development in the EYFS.
- Make accurate and productive use of assessment for children in the EYFS.
- Work in partnership with the EYFS lead, other staff members, parents and other professionals to support the development of children within the EYFS.
- To ensure that parents, carers and appropriate professionals are welcomed, involved and regularly informed of each child's activities.

Promoting children's early education and development

- Use the expected patterns of children's development from birth to five years old to promote children's early education and development.
- To demonstrate a good understanding of the EYFS curriculum. To understand the importance of children's holistic development in important areas such as speech, personal social and emotional development, physical development, and literacy and numeracy.
- Plan a range of activities for children according to their different stages of development and individual circumstances, recognising the need for each key worker to take responsibility for the progress of children assigned to them.
- Apply a range of underpinning theories and philosophical approaches to how children learn and develop, to influence your practice.
- Understand the significance of attachment and ensure this is thoroughly promoted throughout your practice.
- Promote diversity, equality, and inclusion, fully reflecting cultural differences and family circumstances in your practice.
- Use your knowledge of the early education curriculum, systematic synthetic phonics, and other teaching strategies to teach reading, early literacy and maths. Including how to use learning activities to support early language development, children's interest and development in mark making, writing, reading and being read to. Also, how to support children's interest and development in mathematical learning.
- To work with colleagues to identify and plan enabling environments, activities, play opportunities and educational programmes.

Providing effective care, teaching, and learning

- Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of the early education curriculum.
- Manage and plan the day-to-day running of activities, including efficient use of resources.
- Provide valuable learning experiences, environments and opportunities that are appropriate to the age, stage and needs of individual and groups of children.
- Encourage children's participation in activities, managing a balance between adult-led and child-initiated tasks.
- Engage in effective strategies to develop and extend children's learning and thinking, including sustained and shared thinking.
- Support and promote children's speech, language, and communication development, including the ability to communicate effectively with all children, including verbal and non-verbal communication. Communicate with all children in a manner appropriate to their stage of development, including children for whom English is an additional language (EAL) or who have delayed speech.
- Support children's group learning and socialisation.
- Model and promote positive behaviours expected of children, and support children to manage their own behaviour in relation to others.
- How to implement and review activities to support play, creativity, social development, and learning, and clearing up after activities.
- Encourage children to eat healthily and be physically active and similarly convey this message to parents and other staff.
- Understand when a child needs additional support and provide activities that meet these additional needs.
- Be aware of and support difference and ensure that children have equality of access to opportunities to learn and develop.
- Liaise closely with parents and other professionals to support children with additional needs.
- To understand the statutory guidance relating to the care and education of children with SEND, including how to use specialist aids, resources and equipment which can support children with SEND, and how to use them safely.
- Prepare for Ofsted inspections and work towards the nursery's inspection goals.

Promoting the health, safety and welfare of children

- Act in accordance with legal requirements and guidance on health and safety, security, confidentiality of information, always safeguarding and promoting the welfare of children.
- Plan and carry out physical care routines suitable to the age, stage and needs of the child, including, but not limited to: Eating. Nappy changing. Potty/toilet training. Taking care of skin, teeth, and hair.
- Always promote health and wellbeing throughout your practice and any activities, including encouraging children to think about the safety of others and developing personal hygiene practices.
- Act in accordance with relevant policies and procedures to respond to accidents and emergency situations.

- Act in accordance with relevant policies and procedures to prevent and control infection, e.g. handwashing, food hygiene, cleaning spillages and disposing of waste.
- Assist with the maintenance of hygiene and cleanliness on site.
- Carry out risk assessment and risk management in line with policies and procedures.
- Understand your role and responsibilities, including reporting requirements, in the event of: A young child requiring medical or dental attention. A non-medical emergency or incident. Identifying risks and hazards.
- Recognise the signs and symptoms that may indicate a child is injured, unwell or in need of urgent medical or dental attention.
- How to receive, store, record, administer and dispose of medicines.
- Identify and report any safeguarding concerns to the EYFS lead and understand personal responsibilities in accordance with the Child Protection and Safeguarding Policy.
- Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure all children's needs are met, e.g. in relation to medical or dietary information.
- The signs that a child is in danger or at risk of serious harm or abuse, and the necessary action required to protect them.

Making accurate and productive use of assessment

- Apply a range of assessment techniques to assess children using the early education curriculum framework.
- Carry out and record observational assessment accurately, reporting findings to the EYFS lead.
- Identify the needs, interests, and stages of development of individual children. Understand the importance of implementing key stages in the observation, assessment and planning cycle, and the value of observation for the child, parents, and setting.
- Use formative and summative assessment to track children's progress to plan next steps and shape learning opportunities.
- Keep a record of every child's progression and make this accessible for parents.
- Assist with administrative duties where necessary.

Team working and collaboration

- Work cooperatively with colleagues and other professionals to meet the needs of all children and enable them to progress. Develop and maintain links with the LA advisory and support services.
- Liaise closely with parents to help them promote their child's health, wellbeing, learning and development.
- The importance of the voice of the child, parental engagement and the home learning environment, and the family role in early learning.
- To recognise the importance of engaging in reflective practice and continued professional development to improve your skills, practice, and subject knowledge.
- To understand and adhere to the behaviour expected of you and your colleagues.
- To recognise how your behaviour can impact on children.
- The ability to work on own initiative and as part of a team.

- How to use feedback, mentoring and/or supervision to identify and support areas for development, goals, and career opportunities.

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Headteacher or CEO.

Person Specification

Knowledge and skills

The successful candidate will be able to:

- Show a clear understanding of the expected patterns of children's development from birth to age five, and of further development from age five to seven.
- Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances.
- Explain the importance of children's holistic development in the following areas:
    - Speech, language and communication
    - Personal, social and emotional development
    - Physical development
- Explain the potential effects of, and how to prepare and support children through, transitions and significant events in their lives, such as moving to school.
- Demonstrate how to differentiate activities to cater for children's different needs and stages of development.
- Demonstrate an ability to work with children and their families in a sensitive and positive way.
- Show an ability to assess and plan for individual needs.
- Demonstrate excellent communication, planning and organisational skills.
- Show how to write reports and maintain accurate records.
- Explain the importance of CPD to improve personal skills and early years practice.
- **Level 3 Qualification in Childcare is essential.**

Personal qualities

The successful candidate will have:

- A calm and caring nature.
- Excellent verbal and written communication skills.
- Excellent time management and organisation.
- A flexible approach towards working practices.
- High expectations of self and professional standards.
- The ability to work as both part of a team and independently.
- The ability to maintain successful working relationships with other colleagues.
- High levels of drive, energy and integrity.

The successful candidate will be:

- Committed to promoting high-quality care of children.
- Committed to playing an active role in children's progress and development.
- Dedicated to promoting their professional development.
- Able to plan and take control of situations.
- Committed to contributing to the whole school and its community.
- Capable of handling a demanding workload and successfully prioritising work.
- Professionally assertive and clear thinking.

Note: This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school.

Health & Safety Functions

This section is to make you aware of any health and safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

Using display screen equipment	**X**
Working with children/vulnerable adults	**X**
Moving & handling operations	**X**
Occupational Driving	
Lone Working	
Working at height	
Shift / night work	
Working with hazardous substances	
Using power tools	
Exposure to noise and /or vibration	
Food handling	**x**
Exposure to blood /body fluids	**X**