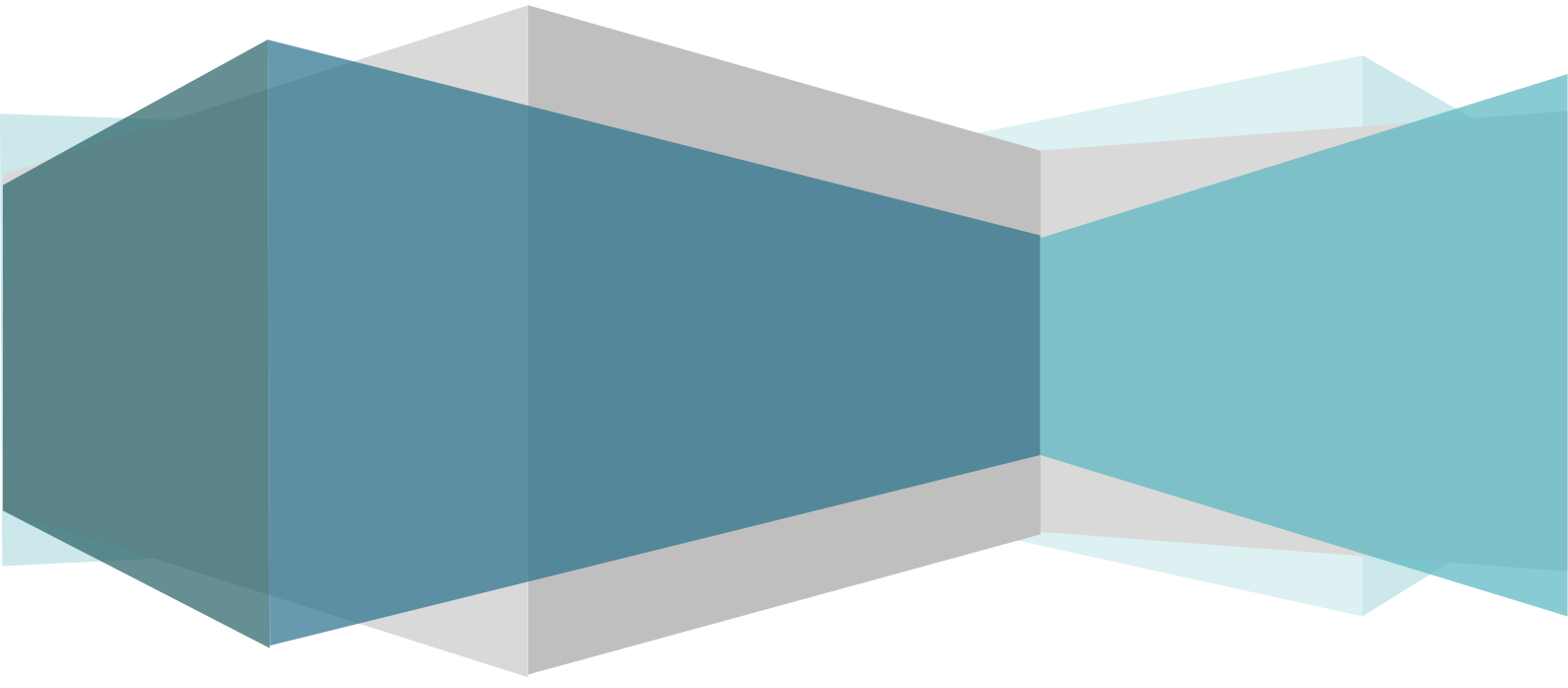
Trinty CE School, Part of the Aquinas Trust

www.trinityceprimary.school **www.aquinastrust.org**

Application Pack

Early Years Practitioner (1 day per week / Fixed Term)

Required Start Date: January 2027



Early Years Practitioner

Trinity Church of England Primary School is seeking to appoint an eenthusiastic, energetic, and adaptable Early Years Practitioner level 3 working 1 day per week on a fixed term basis from Jan 2027 to July 2027. This is an excellent opportunity for an Early Years Practitioner who is passionate about improving the life experience of our pupils. We are looking for someone who can offer one-to-one assistance or lead small groups of children. Our aim is to provide an inclusive, broad and balanced curriculum for all learners. In return we offer a caring and considerate environment where everyone is valued. We have a highly skilled and experienced team with enthusiastic and engaging children.

The role will involve:

- Providing a safe, caring and stimulating educational environment, both indoors and outdoors.
- Delivering an appropriate play-based EYFS curriculum, indoors and outdoors, that enables children to progress.
- Planning activities which ensure each child is working toward the Early Learning Outcomes.
- Ensuring records are properly maintained, for example, Registers, Accident recording and safeguarding.
- Observing young children, record and recognise developmental stages and show an understanding of next steps.
- Liaising with Parents and Carers, encouraging involvement and be able to discuss children's progress.
- Undertaking any other duties as directed.

Our ideal candidate will have:

- A Department for Education (DfE)-approved Level 3 Early Years Educator qualification.
- An understanding of how to support children and aid their development.
- Ability to work on own initiative.
- Very good numeracy/literacy skills.
- An energetic and positive team player.
- First Aid Training.

In return, we offer:

- A caring and considerate environment where everyone is valued.
- A highly skilled and experienced team with enthusiastic and engaging children.
- A distinctive local context ensuring we place inclusivity at the heart of all we do.

Trinity CE Primary School is committed to safeguarding the young people in our care and we expect all our staff to share this commitment.

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: **Sunday 6th December 2026**

We reserve the right to withdraw this advertisement at any time

APPLYING

Please send your application, outlining your suitability for the role against the enclosed person specification and job description, by email to **Aquinas.recruitment@aquinastrust.org**. Alternatively, submit your application to the HR Officer, Aquinas, Magpie Hall Lane, Bromley, BR2 8HZ.

All sections of the form should be completed as clearly and fully as possible. Please note CVs will not be accepted in place of a completed application form. A signed copy of your application form will be required prior to interview.

SHORTLISTING

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.

Shortlisted candidates will be asked to bring appropriate identification with them to interview. For the purpose of DBS clearance, only copies of the successful applicant's identification will be retained. All candidates should provide two references. Permission should be sought prior to including any referee on your application form. Shortlisted candidates may have their references taken-up before any interview – unless explicitly requested in your application.

INTERVIEWS

Candidates will be invited for interview and full details of the interview programme will be provided.

Interview date: **w/c 7th December 2026**

APPOINTMENT

All candidates will be contacted following interview.

Appointment to commence: **ASAP**

RETENTION OF INFORMATION

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records policy.

Trinity CE 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.

JOB DESCRIPTION

DETAILS

Job Title:	**Early Years Practitioners**
Grade Range:	**Aquinas Grade A3 (£26,273.00 - £27,649.00 p.a.)**
Contract:	**Fixed Term (1st January 2027 to 18th July 2027)**
Hours:	**1 day per week (6 hours), Wednesday, 8:30-3:30pm (1hr lunch unpaid)**
Weeks:	**39 weeks per year Term Time**
Actual Pro-Rata salary:	**£3,749.81 - £3,946.20 p.a.**
Reports to:	**Head of Nursery**

THE ROLE

The main purpose of the role is to:

- 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.

DUTIES AND RESPONSIBILITIES

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.
- 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.

- 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.
- 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 assessments 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 to 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.
- Understand the importance of the voice of the child, parental engagement and the home learning environment, and the family role in early learning.

- Recognise the importance of engaging in reflective practice and continued professional development to improve your skills, practice, and subject knowledge.
- Understand and adhere to the behaviour expected of you and your colleagues.
- Recognise how your behaviour can impact on children.
- The ability to work on own initiative and as part of a team.
- Understand how to use feedback, mentoring and/or supervision to identify and support areas for development, goals, and career opportunities.

OTHER

- 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.

TRAINING

The Trust is committed to the development and progression of all staff. Staff are encouraged to attend training courses appropriate to their own and department's needs. These include external courses, internal workshops, staff meetings and departmental training. The successful candidate will be required to undertake training to fulfil the requirements of the post.

SAFEGUARDING

All colleagues have the responsibility for promoting the safeguarding and welfare of children. All colleagues should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.

VARIATIONS

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

PERSON SPECIFICATION

EARLY YEARS PRACTITIONER

Qualifications	• **A Department for Education (DfE)-approved Level 3 Early Years Educator qualification is essential** • First Aid Training
Knowledge	• Clear understanding of the expected patterns of children's development from birth to age five, and of further development from age five to seven. • Able to analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances. • Appreciation of the importance of children's holistic development in the following areas: – Speech, language and communication – Personal, social and emotional development – Physical development • Able to explain the potential effects of, and how to prepare and support children through, transitions and significant events in their lives. • Recognition of the importance of CPD and how to use time effectively.
Skills and Experience	• Experience as an Early Years Practitioner. • Experience monitoring and recording a child's development. • Worked with parents to support children's development. • Used the early education curriculum framework to support children's development. • Able to work with pupils and their families sensitively and effectively. • Able to assess and plan for a child's individual needs and differentiate activities to cater for children's varying needs and stages of development. • Ability to work on your own initiative.
Personal Attributes	• Well-presented and of smart professional appearance. • An energetic and positive team player • A confident, calm manner with a positive attitude towards work. • A commitment to promoting children's wellbeing and education. • Excellent verbal and written communication skills. • Excellent time management and organisational skills. • A flexible approach towards working practices. • Ambition for self-improvement. • The ability to work independently and as part of a team. • Empathy with the aims and ethos of Church school.

HEALTH AND 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 conditions 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**