

CAREER OPPORTUNITY

Early Years Educator Level 3

NEW WAVE FEDERATION • HACKNEY

SALARY & SCALE

Scale 6 (point 18 - 20)
£37,509.00 -
£38,637.00 pro-rata
term time only





CONTRACT & HOURS

33.5 hours
8.30am - 4.00pm,
plus 1 hour planning

KEY DATES

Closing: 27th November 2026
Interviews: wb 8th Dec 2026
Start: 4th Jan 2027



WELCOME LETTER

Dear Applicant,



Thank you for your interest in our advert for the post of **Early Years Educator** at New Wave Federation. This position is based at Grazebrook Primary School.

For over a decade we have built highly successful staff teams driven by their commitment to the communities we serve. Our ethos of 'Excellence for All' underpins everything about our daily practice. Staff are passionate, dedicated and committed to allowing each child to achieve their highest potential.

The role requires someone who is passionate about children's learning and who has a rich knowledge and understanding of how learners learn.

The right person will be someone who is up to date with 21st century education, who can use new technologies and who is creative and resourceful. Our parents and carers want the very best education for their children and so do we.

We can offer you schools which are well resourced, have an established culture of excellence and a commitment to personalised professional development. Our schools are vibrant, diverse and inclusive. If you are an effective communicator, have vision, energy and believe every child can and will succeed, we would like to hear from you.

This pack has been put together to help you with the application process. If you would like to visit the school for a tour to learn more about the schools we are happy for you to contact us.

If you have any questions that you would like to ask please do contact Mrs Amina Zaki, Senior Admin Officer on 020 7254 1415.

Very best regards,

Katie Beecroft



Headteacher

ABOUT OUR SCHOOLS

New Wave Federation brings together four vibrant and diverse schools, each with its own unique character, community and strengths.

Grazebrook Primary School is a welcoming and inclusive school in Stoke Newington, committed to providing a positive learning environment where children are encouraged to develop their confidence, independence and love of learning.

Shacklewell Primary School, based in Dalston, is a diverse and inclusive school at the heart of its local community. The school places a strong emphasis on high expectations, positive relationships and ensuring that every child is supported to achieve their potential.

Woodberry Down Community Primary School, in Manor House, is a community-focused school that values inclusion, collaboration and strong relationships with families. The school is committed to creating an environment where children feel safe, valued and motivated to learn.

Thomas Fairchild Community School, based in Hoxton, is a vibrant and inclusive school with a strong commitment to developing confident, resilient and successful learners. The school works closely with its community and places children at the centre of all that it does.

Together, the four schools benefit from working as one Federation. We share expertise, resources and best practice while celebrating the individual identity and strengths of each school. This collaborative approach enables us to support our staff, strengthen our provision and continually improve the experiences and outcomes of our pupils.

APPLICATION PROCESS

1. Please read the application pack carefully. It contains the person specification, job description and details of the duties and responsibilities associated with the role.
2. Please complete the enclosed application form. CVs will not be accepted. All applicants are required to provide a supporting statement. Applications without the required documents may not be considered.
3. When completing your supporting statement, please ensure that you address the criteria outlined in the person specification and demonstrate how your skills, experience and knowledge meet the requirements of the role.
4. If you have any questions about the application process or would like to arrange a visit to any of our schools, please contact the school office for further information.
5. Completed applications should be submitted by email to the address provided in the application pack.
6. When completing the references section of the application form, please ensure that your first referee is your current or most recent employer.



PERSON SPECIFICATION

CATEGORY	ESSENTIAL
Qualifications	• NVQ, NNEB Early Years Educator (Level 3) or equivalent.
Experience & Knowledge	• Working with or caring for children at Foundation Stage, including those who may have special needs. • Experience in working in an Early Years setting (at least two years). • A sound understanding of early childhood development and learning. • A good working knowledge of the EYFS curriculum. • First aid training/training as appropriate is desirable. • Understanding of relevant policies/codes of practice and awareness of relevant legislation. • An up to date understanding of Child Protection and Safeguarding procedures.
Communication	• Set a good example by speaking clearly and politely so children can learn good language habits and positive behaviours . • Use kind, positive language to build children's confidence while keeping rules and boundaries clear and warm. • Listen carefully to children and follow their lead in interactions, engaging in purposeful play and conversation. • Sharing information clearly and professionally with parents and the rest of the school staff.
Skills & Attributes	• Good numeracy and literacy skills. • Effective use of ICT to support learning. • Ability to relate well to children and adults. • Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. • Ability to self−evaluate learning needs and actively seek learning opportunities. • Display commitment to the protection and safeguarding of children and young people.
Additional Considerations	• Must hold a valid Enhanced DBS check. • Must promote and safeguard the welfare of children responsible for. • Must have a strong commitment to furthering equalities in both service delivery practice. • Due to close contact with pupils and high exposure to bodily fluids you will require a Hepatitis B vaccination.

KEY RESPONSIBILITIES



Main duties:

- Complementing the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
- Planning, preparing and delivering learning activities for individuals, groups, or whole class.
- Monitoring, assessing and recording and reporting pupils progress.

Key Person responsibilities:

- Overseeing the introduction and settling in process for children and families into the school, including initial home visit with parent, giving initial information on school policies.
- Taking responsibility in planning, tracking and evaluating pupil progress.
- Setting individual targets and monitoring progress.
- Carrying out a full record keeping programme for each child according to school policy.
- Liaison with inclusion manager as required to ensure that all groups of children make
- good progress.
- Liaison with other professionals involved in the child's welfare.

Providing personal care to children:

- Strictly adhering to the Intimate Care Policy when supporting children's personal care.
- Support children with toileting and changing children who have soiled.
- Dressing and undressing children whenever necessary throughout the day.
- Support with feeding at lunchtime and snack times where necessary.
- Moving and handling children, where necessary, following Health and Safety guidelines.

Extending own skills and knowledge:

- Attending in−service training, participating in job reviews/appraisals in line with school and local authority procedures.
- Take part in the schools performance management system.

Teaching and learning support:

- Participate in curriculum planning and evaluation, contributing own thoughts and ideas to
- Termly, weekly, daily plans and Individual Education Plans.
- Prepare the learning environment, assisting in the organisation of the room arrangement and resources including valuing and displaying children's work.
- Take responsibility for a small group of children for varying types of activity, under the direction of the teacher or in line manager (EYFS Leader).
- Support children who are identified as having Special Educational Needs (SEND), or
- English as an Additional Language (EAL), by organising the implementation of individual targets as set by other professionals.
- Accompany children on outside activities (eg. educational visits, etc.).
- Encourage children's development, independence, self−reliance, initiative and problem−solving skills.
- Observe children's activities and contribute to their written records.
- Work in a non−discriminatory way, being aware of differences and ensuring all pupils
- Have equal access to opportunities to learn, develop and reach their potential.
- Maintain respectful and genuine interaction with children using warm and responsive
- communication strategies, which are appropriate to children's needs.
- Be supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement.

Whole School Improvement

- Report back to the Headteacher on an ongoing basis with reference to health and safety issues
- Liaise with all external professionals required, maintaining the schools values in these interactions.
- Develop a close partnership with families from minority ethnic groups.

SHORTLISTING

Once your application has been received, you will receive an acknowledgement by email. Candidates who are shortlisted for interview will be contacted shortly after the closing date.

As part of the Federation's commitment to safeguarding and in line with Keeping Children Safe in Education (KCSIE), shortlisted candidates may be asked to provide relevant social media information to enable an online search to be undertaken prior to interview.

Shortlisted candidates may be required to complete a selection task and attend a formal interview. Candidates should ensure that, if successful, they are able to provide the necessary evidence of their right to work in the UK. The Federation will undertake all required checks in accordance with current legislation.

The main duties and responsibilities of the post are accurate at the time of posting but may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

HOW TO APPLY

For an application form and further information, or to arrange a visit, please contact:

Ms Amina Zaki

020 7254 1415

gboffice@newwavefederation.co.uk

SAFEGUARDING & INCLUSION

Successful candidates will be required to complete an enhanced Disclosure and Barring Service (DBS) check, where applicable to the role.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

All qualifications, references and other relevant pre-employment checks will be verified before an appointment is confirmed.



KEY DATES

Closing Date:	**1st December 2026**
Interviews:	**Week beginning 8th December 2026**
Proposed Start Date:	**4th January 2027**

If you are an experienced Early Years practitioner looking for an opportunity to make a real difference across a thriving four-school primary federation, we would love to hear from you.

