A logo for a company

Description automatically generated

**Enquire Learning Trust Application Pack**

**Level 3 Nursery Practitioner**

**Roseberry Academy**Roseberry Crescent  
Great Ayton  
Middlesbrough  
TS9 6EP  
Tel: 01642 722883



**Contents:**

Icon

Description automatically generated

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

A picture containing text, plant

Description automatically generated

**2. Academy Information**

Icon

Description automatically generated

**3. Job Advert**

Shape, rectangle

Description automatically generated

**4. Job Description**

Icon

Description automatically generated

**5. Person Specification**

**A group of kids playing outside

Description automatically generated**

**A group of girls in school uniforms

Description automatically generated**

**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.

**Roseberry Academy**

We are a caring village school with a dedicated and committed staﬀ, supportive Governors and parents, an active PTA and happy children! As an Enquire Learning Trust Academy, we strive for the highest standards and have a clear vision for the future.

At Roseberry Academy, we strive to enable our children to become eﬀective and successful learners. We provide an environment with positive and confident attitudes and encourage mutual respect. Children are inspired and enthusiastic about their learning, which is engaging and objective led, building upon previous knowledge and developing new skills.

We believe that children learn when they are engaged end enthused and we aim to provide a range of exciting, high quality learning experiences for all. A variety of teaching and learning pedagogies are used with ongoing assessment to ensure progression. This, in turn enables us to help our children develop as enquiring, reflective, independent learners with high expectations for themselves and their learning.

**Our Vision**

Roseberry Academy is based upon a belief system which values individuals equally. Staff know children well and equal importance is given to academic, social and emotional development and, consequently, relationships within the community of the academy are strong.

Pastoral care is given the highest of priorities with the recognition and understanding that children come from a diverse range of backgrounds and experiences which impacts upon their development. We believe that relationships are key! Warmth, humour and mutual respect are shared behaviours which are evident throughout the school and they, along with high expectations and ambition for all, form the basis upon which foundations for learning are built. The curriculum at Roseberry is enquiry led and children are encouraged to lead their own learning and are seen to be enthused and engaged throughout lessons which inspire them.

Children who leave Roseberry Academy at the end of Year Six do so with a toolkit for life: confidence in themselves as individuals- their understanding of their place in the world, their achievements and aspirations; a love of learning and thirst for knowledge, as well as pride in their academic achievement; a clear understanding of how to reach their aims; a readiness for their next stage in learning; the ability to persevere and find solutions through the development of their emotional intelligence and their own set of values which they are confident to articulate and share.

Our most recent, successful Ofsted inspection (2023) graded our school as good with EYFS provision as outstanding.

**Level 3 Nursery Practitioner**

**Vacancy**

**Contract Type:**

27.5 hours per week

7.30am – 1.30pm

Term time only plus 5 training days

Fixed term contract until 31st August 2026

**Start date:** 1st September 2025

**Salary:** NJC Point 5-7

**Application Deadline:** Monday 7th July 12noon

**What we’re looking for**

Roseberry Academy are expanding their Early Years provision from September 2025, in order to cater for the increasing number of children wanting to join our ‘outstanding’ Early Years setting.

We are looking for a suitably qualified and experienced teaching assistant to join our friendly and caring team to work within our two-year-old or three/four year old provision on a daily basis, supporting the children to learn through play and exploration. You will be responsible for supporting the room leader in ensuring the environment is engaging and inviting, supporting children’s welfare and communicating with parents and families.

The successful applicant must be reliable and adaptable, have positive attitudes and be able to engage actively in a wide range of activities. The successful candidate will need to show good levels of initiative.

We are seeking to appoint a highly motivated and energetic professional who:

* Is qualified at Level 3
* Has successful experience working in an early years setting
* Is committed to working in a team environment
* Is caring, compassionate and dedicated to making a difference
* Are highly organised and have a positive attitude towards their role

**What we can offer**

* A fantastic school setting in the beautiful village of Great Ayton, close by to Roseberry Topping.
* Dedicated pupils who love coming to the academy and demonstrate a strong love of learning.
* A happy and successful school that puts children at the heart of everything.
* Excellent relationships with parents/carers and the wider community.
* An enthusiastic and supportive Principal who puts the interests of the children first and is committed to the continual improvement of the academy.
* A supportive and dedicated staff team who care passionately about our school and local community.
* Exceptional professional development opportunities and effective working partnerships between our schools within the Enquire Learning Trust,

**Contact Us**

Visits to the school are welcomed.

Please contact Mrs J Taylor, Business Manager by emailing [office@roseberryacademy.org](mailto:office@roseberryacademy.org)

**Safeguarding**

Roseberry Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**How to Apply**

Please select the **Apply Now** tab at the top of the job advert.

Important: references will be obtained before interview, please note on your application if you do not wish for your current employer to be contacted before interview.

**Job Description**

**Job Title** L3 Nursery Practitioner

**Location** Roseberry Academy

**Salary Grade** SCP 5-7

**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.

**Roseberry Academy**

**L3 Nursery Practitioner**

**Personal Specification**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | **Method of assessment** |
| **Qualifications** | * Full and Relevant Early Years Educator Level 3 qualification.   <https://www.gov.uk/guidance/check-an-early-years-qualification>   * Must hold a suitable Level 2 English qualification (equivalent to a GCSE at grade C or above); to be included in ratios. Functional Skills Level 2 can be used as an alternative to GCSEs. * Excellent Maths skills. * Willingness to attend Paediatric 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  Certificates  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 |

**Contact Details:**

**Roseberry Academy**Roseberry Crescent  
Great Ayton  
Middlesbrough  
TS9 6EP  
Tel: 01642 722883

Email: [office@roseberryacademy.org](mailto:office@roseberryacademy.org)

*The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All ID and qualification checks will be made prior to appointment, as will online searches of candidates (Keeping Children Safe in Education 2023). Any offer of employment will be subject to receipt of a satisfactory Disclosure & Barring Service check and Disqualification by Association Disclosure.*

**DISCLOSURE AND BARRING AND RECRUITMENT CHECKS**

The Trust is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that’s considered relevant to the role. Any information that is “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

For posts in regulated activity, the DBS check will include a barred list check.

It is an offence to seek employment in regulated activity if you are on a barred list.

We’ll use the DBS check to ensure we comply with the Childcare Disqualification Regulations. It is an offence to provide or manage childcare covered by these regulations if you are disqualified.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the trusts information governance policy which can be found on the website.

*Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and subject to satisfactory references and an enhanced DBS criminal records and barred list check for work with children. An online search may be undertaken as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with*[*Keeping Children Safe in Education*](https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf)*.*

Any job offer will be conditional on the satisfactory completion of the necessary pre-employment checks. Only applicants who have been shortlisted will be asked for a self-declaration of their criminal record or information that would make them unsuitable for the position. Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis.

*All* documentation will be treated confidentially and processed in accordance with Data Protection regulations.