

Chulmleigh Primary School & Nursery

Foundation Stage Practitioner

Candidate Pack

Closing date: Tuesday 24 November 10am

Interview date: Thursday 3 December

Chulmleigh Academy Trust

COMPASSION AMBITION TEAMWORK

A Very Warm Welcome



Thank you for showing an interest in this position.

Chulmleigh Primary School, part of the Chulmleigh Academy Trust, is a rural school in the heart of Mid Devon. Our children are at the heart of everything we do and our ethos is underpinned by our values of Compassion, Ambition and Teamwork.



An exciting opportunity to join us has become available, and we are looking for an enthusiastic, committed, patient and motivated Foundation Stage Practitioner to join our team at Chulmleigh Primary School. As well as providing the very best education for the children of Chulmleigh and the surrounding area, this is a fantastic opportunity to be part of a wider team of teachers within the Trust, who develop practice and share expertise.

We can offer you:

- Happy, enthusiastic, creative children
- A welcoming, supportive and inclusive school ethos
- A hard-working, positive team who are dedicated to improving the lives of children and ensuring every child achieves their full potential
- A commitment to high quality continued professional development

There are now 219 pupils on roll, standards have got higher and sentiment around the school has continued to grow.

N Payne

Neil Payne
Headteacher Chulmleigh College
CEO Chulmleigh Academy Trust

We are looking for someone who:

- Has good verbal and written communication skills.
- Establishes excellent relationships with children.
- Takes initiative and seeks opportunities for further development.
- Can quickly establish excellent supportive relationships with parents.
- Is a team player
- Can accurately assess the levels at which children are working and respond to their needs.
- Has good working knowledge of the Early Years Foundation Stage
- Sees education at Chulmleigh Primary School as a journey from 2-16, due to links with Chulmleigh College.

ENGAGING CHILDREN IN LEARNING

About Our School

Chulmleigh is a Saxon hilltop market town in North Devon, near the Mid-Devon border and halfway between Barnstaple and Exeter. It lies near the banks of the Little River Dart, and is surrounded by rolling hills, woods and farmland. With Exmoor and the North Devon coast to its north, and Dartmoor and the city of Exeter to its south, Chulmleigh is an excellent base for exploring the county.

Chulmleigh Primary School, for ages 2-11 years, not only serves the local town and the neighbouring village of Chawleigh, but is also the school of choice for families from a wider area.

Chulmleigh joined Chulmleigh Academy Trust and became a converter Academy in August 2011. We are proud to be part of the Chulmleigh Academy Trust, (along with East Worlington Primary School and Lapford Community Primary School) which provides a supportive network, sharing good practice with subject leads working across all three primary schools. This includes joint staff meetings and opportunities for continuous professional development for staff, as well as centralised support for: personnel; estates management; finance; health and safety; IT; governance; safeguarding and SEND. There is also a central Primary Administrator and a Trust-wide Deputy Primary Executive Headteacher who both work closely with the Heads of schools. School meals are prepared at the College site and delivered on a daily basis.

Chulmleigh Primary School currently has 219 pupils on roll, with 11.4% Pupil Premium. It is the largest school in the area but still has a strong family ethos, which is inclusive to all. As a school we encourage children to engage fully in their learning through exciting, well taught, innovative lessons and experiences. The staff consists of a team of excellent teachers and teaching assistants, plus a number of volunteers, all of whom take the education and well-being of the children very seriously.



In addition, we have teachers from other Academy schools bringing specialisms through their teaching within the Academy (such as visiting music and P.E. specialists), who contribute to the development and training of the staff.

Our pupils participate fully in all aspects of school life, including arranging community events; taking ownership of their learning and pushing themselves on to higher levels and helping each other enjoy and feel comfortable in their school life. We encourage them to be independent learners, taking responsibility for their learning in a motivated way. We believe that happy children learn best and take every opportunity possible to motivate and enthuse our pupils in their learning journey.

Our Values

COMPASSION AMBITION TEAMWORK

Our school and Trust values are 'Compassion, Ambition, Teamwork'.

These values thread through all that we do and all that we are. We care for each other, have high ambitions, and work together as a school family.

By the time our pupils leave us, they are ready to do their best at secondary school.

WE GIVE NOTHING BUT OUR BEST

Job Description



Job Title: Foundation Stage Practitioner
Status: Permanent, 13 hours per week x 38 weeks per annum
Grade C: £13.92 - £14.14 per hour - depending on experience
Start Date: January 2027

Job Purpose

To work under the guidance of the teaching/senior staff, within an agreed system of supervision.

Main Duties & Responsibilities

- Implement agreed range of activities with individuals/ groups of children, either within or outside of the nursery/foundation stage unit
- Assist the teacher in the whole observation, assessment and planning cycle
- Management/preparation of resources to support an enabling learning environment, both indoors and outdoors
- Supervise all children during the short term absence of teachers (i.e. cover supervision)
- Generally assist children in undertaking both adult directed and child initiated activities, interacting with them to support their learning and development
- Understand team roles and responsibilities and your own position in them.
- Ensure school safeguarding policies and procedures are followed appropriately
- Regularly contributing towards written observations of a child's progress, whilst maintaining confidentiality at all times
- Collating evidence to support a child's progress towards learning outcomes

Supervision / Management of People:

Providing appropriate guidance and occasional general supervision to less experienced staff who may be undertaking duties/tasks as part of their personal development i.e. students, placements. Accompanying teaching staff and children on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.

Creativity & Innovation

- Working creatively with children, within the Early Years Foundation Stage framework, and any appropriate quality standards, as instructed by on site Early Years teaching staff.

Job Description

- Daily interaction with young children, to provide a range of stimulating activities which promote all areas of learning as identified in the Early Years Foundation Stage , both adult led and child initiated.
- Working with the Early Years teacher in planning and evaluating daily/weekly learning and care, including planning of activities for key worker groups.
- Implementing plans on a daily basis as devised with/by the teacher, including some scope for creativity and interpretation, eg. by adjusting activities according to children's responses/needs.
- Assist with the development and implementation of Individual Education Plans as needed.
- Implementing local and national learning and childcare strategies e.g. EYFS , Devon's Learning Journey, making effective use of opportunities provided by other activities to support the development of relevant skills.
- Supporting the use of ICT in activities and developing children's competence and independence in its use.
- Being aware of and supporting difference and undertaking actions to ensure that all children have equal access to opportunities to learn and develop.
- Recognising own strengths and areas of expertise and using these to advise and support others.

Contacts & Relationships

- Working with a wide of range of people including teachers and school/ nursery staff, visiting professionals and agencies (e.g. Ofsted), parents, children and families, and visitors/student placements.
- Regular liaison with parents/ carers of children, e.g. providing updates on a child's progress and specific needs, which may occasionally require a sensitive approach. These discussions may take place outside nursery opening hours.
- Working with teachers and other team members, to share information, liaise and agree upon a recommended course of action, prior to discussions with parents.
- Liaising sensitively and effectively with parents/carers as agreed with the teacher, including:
    - participating in feedback sessions/meetings with parents either alongside the teacher or as directed
    - home visits prior to child starting a nursery/foundation stage unit if required
- Working with the teacher to establish an appropriate safe and secure learning environment.
- Working with the teacher and other nursery staff in planning and evaluating daily/weekly learning and care.
- Establishing productive working relationships with children, acting as a role model and setting high expectations for behaviour and learning.
- Providing feedback to children in relation to progress and achievement on a daily/weekly basis.
- Establishing constructive relationships and communicating with other agencies/professionals in liaison with the nursery teacher to support achievement and progress of children
- Positive promotion and marketing of the provision to prospective parents

Decisions - Discretion

- Work is broadly defined by standards and regulations which operate in the nursery setting, and which are enforced and monitored by the nursery teacher. Decisions taken by this role would work within this scope. Making decisions on how to implement a specific activity which has been defined by/discussed with the Early Years Teacher, e.g. planning and implementing a small group activity to fit with defined learning intention for the day.
- Contributing recommendations to the team, regarding planning for future learning.

Decisions - Consequences

- Recommendations and suggestions made by this post are essential to the success of the early years nursery team, e.g. all members of the nursery team are expected to take shared responsibility for enabling children to reach their full potential, and seeking opportunities for continuous improvement in the nursery. The impact of recommendations made by the post holder may improve a child's ability to reach their full potential.



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Job Description

Resources

- Organising the availability and use of general and specialist play equipment and other resources, including checking to ensure they are clean, safe and secure to be available to young children. Carrying out risk assessments on equipment and environment on regular basis. Making recommendations about the procurement of new resources.
- Uphold school's health and safety policies, by reporting problems with resources and equipment to the teacher, for further action to be taken. The nursery or Foundation Stage Unit operates a policy of collective responsibility, (including all staff and children) towards the appropriate management of resources.

Work Demands

- Occasional amendments to the planned programme may need to be implemented to accommodate children's needs and abilities, in agreement with the nursery teacher. Visits from external organisations are usually pre-planned and therefore not disruptive to the nursery, but may include Ofsted inspections, visits from advisory teachers and other professionals. Sudden interruptions would be minimal.

Physical Demands

- Work requires working with young children, including bending, kneeling and crouching for periods of time. It may also involve occasionally lifting or holding children during planned activities, and will include changing nappies/ toileting duties. Activities may take place indoors, or outdoors.

Working Conditions

- Work involves significant elements of inside and outside work, including leading learning in the woodland environment e.g. building a snowman with young children. Exposure to moderate noise, especially whilst working inside the nursery, e.g. a music session with young children.

Work Context

- There is a minimal risk of illness or injury working within the nursery or Foundation Stage Unit setting.

Knowledge & Skills

- This role requires the ability to undertake work in one broad area of activity (i.e. a nursery/foundation stage unit with young children under five years of age), with a good level of practical knowledge and skills, including:

Work with children:

- Working with the teacher in planning and evaluating daily/weekly learning and care.
- Interacting with children and supporting development of their knowledge, skills, attitudes, problem solving and thinking.
- Monitoring and evaluating children's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Providing objective and accurate feedback and reports as required on child achievement progress and other matters to the teacher ensuring the availability of appropriate evidence.
- Encouraging children to interact and work co-operatively with others and engaging children in activities.
- Understanding and being able to implement inclusive practices into the setting, to ensure all children have the opportunity to learn, interact and fulfil their potential
- Working with the teacher to establish an appropriate safe and secure learning environment.
- Monitoring and evaluating children's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Having responsibility for keeping and updating records as agreed with the teacher, contributing to the reviews of systems/records as requested.
- Promoting positive values, attitudes and good child behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging children to take responsibility for their own behaviour.
- Work with adults in the team to develop a positive learning environment for adults and children.
- Establishing productive working relationships with children, acting as a role model and setting high expectations for behaviour and learning.
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance.
- Establishing productive working relationships with children, acting as a role model and setting high expectations for behaviour and learning.
- Working consistently whilst recognising and responding to individual children's needs.

Job Description

Work with children:

- Encouraging children to interact and work co-operatively with others and engaging children in activities.
- Providing feedback to children in relation to progress and achievement on a daily/weekly basis.
- Implementing agreed learning activities/teaching programmes, adjusting activities according to children's responses/needs.
- Awareness of specialist support services available to children and families, eg. Speech & Language Therapists
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher to support achievement and progress of children.
- Keep up to date with safeguarding requirements

Administration:

- Having responsibility for keeping and updating records as agreed with the teacher, contributing to the reviews of systems/records as requested.
- Accurately recording achievement/progress
- Provide general clerical/administrative support as required.

Liaison:

- Liaising sensitively and effectively with parents/carers
- Participating in feedback sessions/meetings with parents either alongside the teacher or as directed.
- Using specialist curricular/learning skills/training/experience.
- Assisting with the development and implementation of Individual Educational Plans.
- Implementing local and national learning and childcare strategies e.g. EYFS, making effective use of opportunities provided by other activities to support the development of relevant skills.
- Supporting the use of ICT in activities and developing children's competence and independence in its use.
- Determining the need for, preparation and maintenance of general and specialist equipment and resources.
- Being aware of and complying with policies and procedures relating to child protection, health safety and security, confidentiality and data protection and reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all children have equal access to opportunities to learn and develop.
- Contributing to the overall ethos, work, aims of the school.
- Providing appropriate guidance and general supervision to less experienced staff who may be undertaking duties/tasks as part of their personal development i.e. pupils, placements.
- Recognising own strengths and areas of expertise and using these to advise and support others.
- Promoting and marketing the provision to prospective parents.

Other

A positive approach to continuous professional development, including accessing recommended training and development programmes as identified by the line manager.

Location

The post holder may be required to work at any school which is currently within or in the future joins the Chulmleigh Academy Trust chain of academies, either on a temporary or permanent basis according to the operational needs of the Trust.

This document outlines the duties required of the post-holder for the time being to indicate a level of responsibility. It is not a comprehensive or exclusive list and from time to time duties may be varied which do not change the level of responsibility or the general character of the job.



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Person Specification

ATTRIBUTE	ESSENTIAL	DESIRABLE	HOW ASSESSED
Management of people		• Experience of guiding and supervising pupils and those on work placement. • Contribute towards the maintenance and upkeep of resources in the setting.	AF / I
Experience	• Proven experience of working with children of relevant age in a early learning environment, either on placement or in paid employment. • Experience of working with the Early Years Foundation Stage national curriculum and other relevant learning programmes/strategies e.g. contributing towards individual education plans. • Knowledge or experience of working as a key worker with a group of children.	• Experience of working in Early Years in a school environment. • Experience of working as part of a team. • Experience of working with other agencies and professionals. • Knowledge and understanding of the type of external support that is available to support children's development and how to access these services.	AF / R / I Practical Task / Assessment
Practical Skills	• Ability to plan effective learning and care programmes either under appropriate supervision and guidance or in collaboration. • Ability to work independently using own initiative. Ability to self-evaluate learning needs and actively seek learning opportunities . • Ability to relate well to children and adults including other. professionals/carers/parents • Ability to demonstrate and promote good practice in line with the ethos of the school both indoors and outdoors. • Ability to reflect on learning and care needs and use this knowledge to impact on children's outcomes e.g. in planning, procurement of resources, Education Plans, communication with parents. • Ability to manage multiple tasks, whilst ensuring children, colleagues, parents and carers are respected and listened to. • Firm commitment to protecting and safeguarding children at all times.	• Ability to interact with children and support their involvement in physical activities and outdoor play. • Consistent approach with children and parents. • Experience of having kept written records of children's achievements including observations.	AF / R / I Practical Task / Assessment

Person Specification

ATTRIBUTE	ESSENTIAL	DESIRABLE	HOW ASSESSED
Communication	• Have sufficient understanding and use of English to ensure the well-being of children in their care. • Effectively communicate with adults and children. • Written, verbal and non-verbal communication.	• Ability to promote and market the service to the wider community. • Knowledge and/or experience of other forms of communicating with children, e.g. Makaton.	R / I Practical Task / Assessment
Personal Qualities	• Proactive and positive team player, able to work constructively as part of a team to understand nursery/foundation stage unit roles and responsibilities and own position within these. • Enthusiasm for learning and working with children. • Reflective approach and commitment to personal development. • Able to provide consistently high levels of quality care and education opportunities to all children, in pressured and sometimes noisy and challenging environments. • Caring, friendly, approachable, open, inclusive, welcoming, and personable • Able to maintain confidentiality at all times.		AF / R / I Practical Task / Assessment
Strategic Thinking		• Contribute ideas at school meetings for developing the early years provision, this may include policy writing and the school development plan.	R / I
Technology / IT Skills	• Ability to effectively use ICT to support learning or to undertake training to do so • Ability to use other technology to support learning e.g. video, photocopier, etc.		AF / R / I Practical Task / Assessment

Person Specification

ATTRIBUTE	ESSENTIAL	DESIRABLE	HOW ASSESSED
Education and Training	• Full and relevant level 3 qualification. • Training in the relevant strategies e.g. parenting and/or in particular learning areas, e.g. quality improvement, observation and record keeping. • Communication, Language and Literacy, ICT, maths. • Safeguarding awareness or the ability to work towards etc. • Willingness to participate in other development and training opportunities. • Hold suitable Level 2 Literacy and Numeracy qualifications.	• Full working knowledge of relevant policies/ codes of practice and awareness of relevant legislation. • Working knowledge of Early Years Foundation Stage national curriculum and other relevant learning programmes/ strategies. • Requirement to participate in training/development as and when identified by line manager as essential for performance of the post. • Understanding of principles of child development and learning processes and in particular barriers to learning. • Paediatric First Aid or Emergency Paediatric First Aid. • Manual Handling	AF / R / I Practical Task / Assessment
Equal Opportunities	• Chulmleigh Academy Trust and its staff have a statutory obligation to implement anti-discriminatory and equal opportunities when carrying out their duties.		I
Physical	• Able to carry out the duties of the post with reasonable adjustments where necessary.		Health Questionnaire

AF - Application Form
R - References
I - Interview



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How to Apply

Please complete the online application form available here.

A tour of Chulmleigh Primary School will be arranged as part of the interview schedule.

Closing date: Tuesday 24 November 10am
Interview date: Thursday 3 December
Start date: January 2027

If you would like an informal conversation, please contact us on the email address below and we will be pleased to arrange a telephone call with our Head of Primary Education or Head of School to discuss the role further.

personnel@chulmleigh.devon.sch.uk or call 01769 580215



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