

# Recruitment Pack

## Early Years Practitioner Fixed Term



## Introduction by the Chief Executive Officer

Thank you for your interest in this exciting opportunity to develop your career with The Rose Learning Trust. We hope that by reading this pack and the information available on the [website](#) you will get a good overview of the exciting opportunities and support you can expect as a member of staff at our trust.

We are a collaborative organisation focussed on high standards and opportunities for all. As a trust, we seek to support and challenge each other to improve the outcomes and life chances of all our pupils across all our communities. We will continue to learn from each other: transforming futures collaboratively. In this way we believe that the changes we make, the developments and strategies we put in place will have purpose, be embedded and effective.

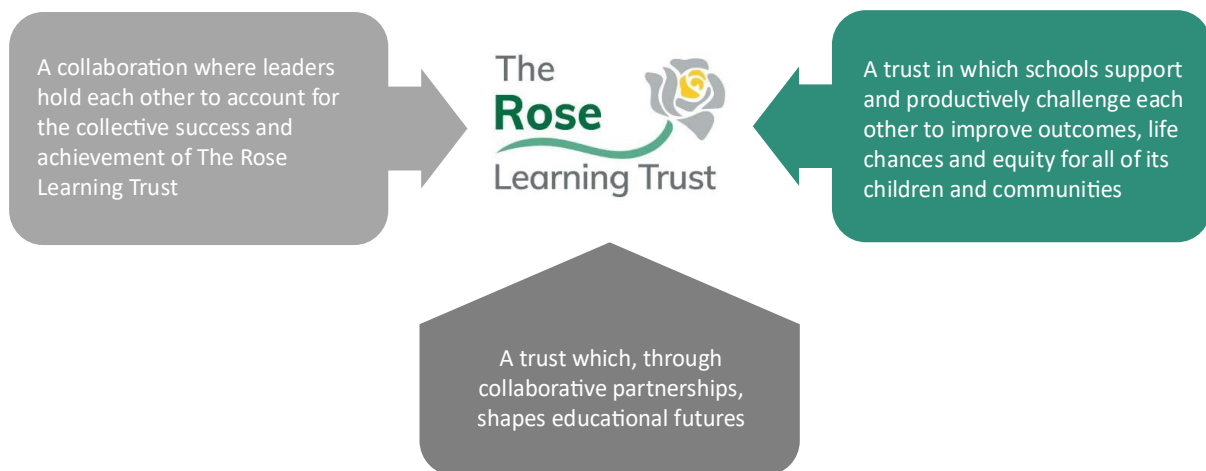
Our aim is not only to grow our trust successfully, but also sustainably. We believe that through quality, not quantity, we can facilitate opportunities that can be invested back into the people who will secure our future: our pupils and staff. Our aim at The Rose Learning Trust is to provide all pupils with the best possible start in life within communities of promise.

**Jeremy Harris**  
Chief Executive Officer



## Vision

# Transforming Futures Collaboratively



## Overview of the trust

The strategic plan combines our vision and values with our strategic objectives and developing excellence priorities. Each school will use the developing excellence priorities as the base for their school developing excellence plans. This ensures that, although each school has their own priorities and development areas, they are within a clear unified structure that aligns with the trust strategic plan. Please see the [website](#) for more information.

## Our vision: Transforming Futures Collaboratively

We will achieve our vision by:

- Every child having the best start to their education
- Every child having the best tools and support to learn and grow in a safe, secure environment
- Every child having access to excellent teaching and an excellent curriculum
- Every child being encouraged and inspired to believe in themselves
- Every child learning how to make and sustain great relationships
- Creating an enjoyment of learning through collaboration with all partners
- Creating equitable lifelong learning opportunities and academic success for all children





# THE ROSE LEARNING TRUST STRATEGIC PLAN 2023-2026

<b>Vision</b>	<b>TRANSFORMING FUTURES COLLABORATIVELY</b>				
<b>Values Statement</b>	The Rose Learning Trust aims to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills for all our pupils, within communities of promise.				
<b>Strategic Objectives</b>	<b>Developing Pupils</b>	<b>Developing People</b>	<b>Developing Governance</b>	<b>Developing Growth, Business Facilities and Resources</b>	<b>Developing Communities and Partnerships</b>
<b>Developing Excellence Priorities</b>	Excellent teaching for every child	Excellent curriculum for every child	Excellent standards of behaviour, attitudes, attendance and safeguarding	Excellent targeted support for every child that needs it	

## Woodfield Primary School



At Woodfield Primary School, we strive to promote an inclusive, child centred approach to learning, where our core values of aspire, create, respect, explore and engage are at the centre of everything we do.

Access to inspiring and motivating learning experiences through first class teaching, ensures everyone is able to achieve their potential in all areas of school life.

Our commitment to social responsibility, honesty and caring for others promotes our aim to be an integral part of the wider community, which values and enriches whilst providing opportunities for all.

Above all we want our school to be a happy and welcoming place where children parents, staff and visitors feel valued for who they are. Where our children believe in themselves just as much as we believe in them.



## Early Years Practitioner (2 year Fixed-Term) Advert Information

<b>Post</b>	<b>Early Years Practitioner</b>
<b>Contract type</b>	Fixed Term for 2 years with a view to being made permanent Term Time only (44.058 weeks) To commence 1st September 2026 to 31 <sup>st</sup> August 2028
<b>Grade</b>	Grade 7 – Scale point 12 to 20 commencing on 12 Actual Salary on scale point 12 44.058 weeks is £22,920.46 per annum Pay award pending
<b>Hours</b>	35 hrs per week 5 days  Monday - 8.15am to 3.45pm Tuesday – 8.15am to 4.30pm Weds, Thurs & Fri – 8.15am to 3.30pm With a 30 min lunch taken daily
<b>Reporting to</b>	Head Teacher Deputy Head Teacher Assistant Head Teacher & Head of Early Years
<b>Location</b>	Woodfield Primary School
<b>Commencement date</b>	Tuesday 1 <sup>st</sup> September 2026
<b>Closing date</b>	12 noon on 1 <sup>st</sup> June 2026
<b>Shortlisting date</b>	2 <sup>nd</sup> June 2026
<b>Interviews</b>	Friday 12 <sup>th</sup> June 2026
<b>Note:</b>	Please note: This is a two year fixed-term contract initially with a view to being made permanent for the right candidate.

The Rose Learning Trust is a successful medium sized trust based in Doncaster and North Lincolnshire. We have grown from two schools to eleven over the last seven years with a central trust office based in Balby. We are a trust that lives our vision of **transforming futures collaboratively** in all our work to ensure we develop and grow sustainably and embed best practice for the benefit of our pupils.

Woodfield Primary School is looking to appoint a highly motivated and organised professional to play a key role in our school. A vacancy exists for a hardworking and dedicated Early Year's Practitioner to join our school.



As a member of staff, you also benefit from greater opportunities for professional development and promotion as we encourage movement between our academies to give you broader work experience. The Early Years Practitioner should always comply with the trust's code of conduct, safeguarding policies and practices and have:

- Personal integrity and a commitment to the Nolan Principles of Public Service
- A commitment to diversity, equal opportunities and anti-discriminatory practices
- A commitment to ensuring children learn in a safe environment
- A commitment to professional development and training
- An affinity with The Rose Learning Trust culture and purpose

The successful applicant will:

- be an enthusiastic, highly motivated individual who will bring a sense of energy and passion to the role
- have a good level of general education - English and Maths at GCSE C (4) or above and a relevant degree or Early Years Practitioner qualification are essential
- be able to use their initiative to work independently and flexibly
- have experience of working with groups of children as well as in EYFS and/or KS1 provision
- have knowledge of Thrive, Phonics and Early Reading
- enjoy working with children and form good relationships with both children and adults
- will support pupils during lunch time
- understand the importance of meeting the social and emotional needs of children
- be able to communicate effectively with outside agencies and/or parents

We can offer:

- A friendly, caring school which is central to the community.
- An inclusive ethos with enthusiastic and motivated learners.
- A happy and welcoming school where children, parents, staff and visitors feel valued for who they are.
- A dedicated and supportive team who create an ethos of success for both staff and pupils.
- Excellent professional development opportunities in school and across a growing Multi Academy Trust.
- Wonderful pupils and parents who support the school in all that it does

Visits to the school are warmly welcomed and encouraged. They can be made by appointment with the Head Teacher, Mrs Kate Hallam [admin@woodfield.doncaster.sch.uk](mailto:admin@woodfield.doncaster.sch.uk) or 01302 853289

Application packs are available on The Rose Learning Trust website <https://www.roselearning.co.uk> and should be returned to Mrs Jayne Miller, Assistant Head [jayne.miller@woodfield.doncaster.ch.uk](mailto:jayne.miller@woodfield.doncaster.ch.uk) by 12noon on Monday 1<sup>st</sup> June 2026. To apply use this link to MyNewTerm: <https://mynewterm.com/jobs/143451/EDV-2026-WPS-53730>

***This post involves working with children and therefore if successful you will be required to apply for a Disclosure and Barring Service records check at an enhanced level. Further information about the Disclosure Scheme can be found at [www.gov.uk/disclosure-barringservice-check](http://www.gov.uk/disclosure-barringservice-check).***

***In line with our safer recruitment policy two reference will be sought before we interview.***



***We are committed to the equality of opportunity in the services provided to customers and all aspects of employment. We warmly welcome applications from all sectors of the community. Our recruitment policies, procedures and practices enable all applicants to be considered on merit and ability to do the job. We will make reasonable adjustments, in line with the Equality Act, for disabled applicants if these are needed.***



## Job Description

<b>Job Title:</b>	Early Years Practitioner
<b>Grade:</b>	Grade 7
<b>School:</b>	Woodfield Primary School Term Time Only
<b>Hours:</b>	35 hrs per week, Monday to Friday  Monday - 8.15am to 3.45pm Tuesday – 8.15am to 4.30pm Weds, Thurs & Fri – 8.15am to 3.30pm With a 30 min lunch taken daily
<b>Responsible to:</b>	Head Teacher Deputy Head Teacher Assistant Head Teacher and Head of Early Years

### Supervisory responsibility

No other staff

This appointment is approved by the governors of the school. Support staff should endeavour to maintain the high expectations of the school and must uphold the standards of personal and professional conduct at all times, ensuring honesty and integrity prevails in every situation. Support staff must maintain appropriate professional boundaries and respect the unique position of trust as support staff in school.

### Main Purpose

As Early Years Practitioner you will play a role (overseen by the Head of Early Years) assisting with the development of the provision of the Early Years Foundation Stage curriculum striving for excellent practice at all times.

You will:

- Under guidance and with support from the Head of Early Years, meet the requirements for the effective planning, observation, assessment and recording of children's learning and development.



- Under guidance and with the support of the Head of Early Years, plan and organise activities, including the organisation of learning materials and resources, to comply fully with the EYFS curriculum
- Under guidance and with support of the Head of Early Years, plan and organise group activities to support development of Early Reading and Maths skills
- Interact with and support children to foster an enthusiasm for learning
- Develop children's curiosity and knowledge
- Promote the use of informed observation and other strategies to monitor children's activity, development and progress systematically and carefully and to use this information to inform, plan and improve practice and provision
- Work as part of a team with other members of foundation staff, including the Head of Early Years, to plan and coordinate provision both indoors and outdoors
- Promote equality of opportunity and positive behaviour management strategies
- Set a visible example to all staff, children and their families, and the wider school community
- Under guidance and with support from the Head of Early Years provide pastoral care and support to children and provide them with a secure environment to learn
- Support the development of children's basic skills, including physical, social, emotional and communication and language development
- Under the guidance and with support from the Head of Early Years develop and produce visual aids and teaching resources
- Promote and sustain a culture of collaborative and cooperative working between colleagues and other multi-agency professionals
- Maintain a positive proactive culture amongst foundation stage practitioners in being able to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, ensuring that team members know when to refer them to colleagues for specialist support
- To work in partnership with parents/carers and families, providing formal and informal opportunities through which information about the children's well-being, development and learning can be shared to improve outcomes for children



## Person Specification Early Years Practitioner

Attributes	Criteria	Desirability
Experience	<ul style="list-style-type: none"> <li>• Excellent record in Early Years</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>• Excellent Early Years practice</li> </ul>	Essential
Education and Training	<ul style="list-style-type: none"> <li>• GCSE Maths and English at grade C or above or equivalent</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>• Educated to degree level in Early Years, Early Childhood Studies or an other relevant subject</li> </ul>	Essential
General and Special Knowledge	<ul style="list-style-type: none"> <li>• Sound knowledge of how children learn and develop</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>• Sound knowledge of the EYFS</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>• Demonstrate an up to date knowledge of current thinking in developments in Early Years</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>• Have an awareness of Health and Safety legislation and Equal Opportunities</li> </ul>	Essential



Skills and Abilities

- Excellent record in Early Years practice Essential
- A good role model, able to joint lead and inspire a team Essential
- Be able to demonstrate reliability Essential
- A confident and sensitive communicator with adults and children alike Essential
- Be able to work as part of a team Essential
- Have excellent organisational and time management skills Essential
- Be able to keep accurate and timely records Essential
- Be able to work under pressure without supervision Essential
- Be self-disciplined and patient Essential
- Be honest, reliable and flexible Essential
- An enthusiastic approach to work Essential
- Have a professional attitude and manner Essential
- The ability to implement and manage change Essential
- The ability to liaise with outside bodies in a professional manner Essential
- Self-motivated Essential

