



**Exeter**  
A Learning Community



Inspiring Futures  
through Learning

## Senior Early Years Practitioner Applicant Information Pack

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**TOGETHER, WE BELIEVE, WE WILL ACHIEVE!**

# WELCOME

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Dear Applicant,

Thank you for your interest in our school and the exciting opportunity that this role presents.

At Exeter, we love our school, our children and our community and we are passionate about what we do. Every day, we work hard to achieve a positive difference for the children entrusted in our care. We are proud to be an attachment-focused school, where we nurture all our children to achieve their best in all areas of life.


When you join Exeter School, you don't just join a team – you join a family! As part of the IFtL family there are a large number of benefits, most notably our commitment to supporting our employees through CPD and professional development.

Please take the time to consider the specification and requirements to the role of Early Years Practitioner. If you believe you can thrive in this role and you want to play a significant part in our journey, we look forward to receiving your application.

If you have any questions, please email us at: [head@exeteralc.com](mailto:head@exeteralc.com)

Yours sincerely

Mrs Crawford and Miss Doherty  
Co-Headteachers of School



**WE ARE TEAM EXETER AND WE  
WORK HARD TO OVERCOME OUR  
CHALLENGES AND ACHIEVE OUR  
GOALS – MAKING MEMORIES AND  
DREAMS COME TRUE.**



# OUR VISION

Exeter Foundation Stage One is part of Exeter - a Learning Community, offering early education and care for children aged from 2 years until school age. We are Ofsted registered and inspected in line with the statutory framework for the Early Years Foundation Stage Welfare Requirements.

We regard our setting as special because:

- Staff belong to the local community
- We welcome and appreciate the rich, diverse, cultural heritage of our community
- There is a long term association to the community which gives us continuity
- There is energy, commitment, and fun
- Our learning environment is large and exiting

Our learning environment is organised into areas of continuous provision providing the children with opportunities for child-initiated learning both indoors and outdoors. Our learning environments are designed to promote independence and curiosity.

The learning environments are carefully enhanced to ensure that children can practise and apply. The adults will share ideas, set uncapped challenges and support and scaffold where appropriate 'in the moment'. We recognise that young children do not necessarily learn in a linear way and plan to deliver a broad and balanced curriculum that touches on all aspects across the year, based on the observations of children's play and what their interests are.



# OUR VALUES

Together, we work towards our school values, ICARE: integrity, creativity, aspiration, respect and responsibility and empathy.

We value the way all children and families are unique, and we celebrate diversity and equality, valuing the importance of each and every person within our Exeter community. We will respect others regardless of ability, age, gender, disability, sexual orientation, ethnicity or religion. We will provide a happy, caring, safe, supportive and positive learning community.

**Inspiring Futures through Learning**

**Our vision**  
To inspire the futures of **us all** through learning **together**

**Our IFTL family**  
As an IFTL family we understand, and are committed to, our responsibility in shaping and influencing the lives of future generations. We do this in partnership with our families, our communities, fellow educators, and other local and regional partners. We also do this with national policy makers and global leaders. We are committed to the levels of collaboration required to shape and protect the future. We start with our schools, our people, our family, and from there we grow. At IFTL we are never alone – one united family striving for excellence in all that we do.

**Our drivers**

- Creating ambitious, lifelong learners in strong schools**  
Imaginative schools that provide accessible, equitable, aspirational opportunities for all children to flourish
- Delivering high standards of curriculum for all within a positive learning culture**  
Engaging, adaptive, evidence based and rewarding lessons that build rich knowledge for life
- Investing in staff development to create innovative, research led, career pathways**  
Nurture, train, recruit, develop, deploy and retain great professionals throughout their careers and the wider system we serve
- Ensuring expert governance with a strong local identity**  
Robust and ethical accountability measures, engaging effectively with parents and the wider community
- Strong financial management with efficient and effective operational structures**  
Delivering value for money and prioritising the use of resource to reinvest in educational quality
- Being leaders in our community recognising our wider civic responsibility**  
Work with other civic structures to advance education for the public good in the communities we serve and beyond
- Nurturing a safe, secure and engaging environment in which we all thrive**  
Keeping everyone safe and well within an IFTL culture of collaboration and care

**Our values**

- F Fun**  
We enjoy what we do. We make positive contributions. We take pleasure from success.
- U Unique**  
We celebrate difference. We champion diversity. We are divergent in our thinking.
- T Together**  
We share the same promise. We support and encourage. We cooperate, collaborate and care for each other.
- U Unafraid**  
We are confident to challenge. We are courageous in our thinking. We are robust in our decisions.
- R Responsible**  
We act in the best interests of our communities and each other. We are accountable for our actions. We stand up to scrutiny.
- E Energetic**  
We are positive and dynamic. We explore new worlds. We innovate to achieve.
- S Safe**  
We are secure in our beliefs. We are protective and firm. We make decisions together.

**Our outcomes**  
Ambitious Learners • Rewarding Experiences • Skilled Professionals • Expert Governance • Firm Foundations • Community Champions • A safe place to be!





# WHY WORK WITH US

'The children are reviewed as individuals and their interests and needs are always at the heart of our practice.'

'I have gained so much knowledge since being here through the CPD and working with the team'

'There is an open working environment where our voices are heard. I have a healthy work-life balance and for the first time have been able to attend my own child's sports day!'

'I love that we are team of individuals, all with our own skills but we all work together!'

'We're looking for a team player, who fits into our group of friendly, fun individuals - and isn't afraid to get messy!'

**Nursery Staff Members**

# APPLICANT INFORMATION

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**This section contains all relevant information required to make an application.**



## Senior Early Years Practitioner

Report to: Nursery Lead

Salary: Grade H Point 14-20  
Position: Permanent

Inspiring Futures through Learning (IFtL) is a family of schools who inspire all of our futures through learning together. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do. Exeter - A Learning Community prides itself on being the beating heart of the Exeter community. We are fully inclusive and provide for children no matter their gender, race or background. We have created bespoke and vibrant learning environments and engage children in a rich, skill and knowledge-based curriculum. We strongly believe in the value of learning at all ages and this is reflected in the way we journey together to achieve our goals. Together, we believe, we will achieve!

**#WelcomeToIFtL #BelongingInIFtL #IFtLFamily**

### Aim and main purpose:

To work under the guidance of the Class Teacher and Lead for Early Years to support the delivery of the Statutory Framework for the Early Years and Foundation Stage. To take on the deputy/senior role within the team in our fantastic high quality nursery provision which caters for children between 2-4 years old.

### Job context:

- To support the school in providing a high-quality childcare provision
- To work as part of a multi-disciplinary team within the school
- To supervise, manage and plan specific areas of activity as required
- To take the lead on specific areas of responsibility and/or projects that support the development of the EYFS (e.g. lead role in parent/staff liaison, development of outdoor curriculum)
- To make significant contributions towards planning, preparation, delivery and evaluation of learning experiences that enhance children's physical, intellectual, linguistic, emotional, social and moral development
- To undertake observations and assessments of children's learning, play, progress and behaviour; creating and maintaining Special Learning Journey scrapbooks and contributing to Early Years Foundation Stage Profiles (EYFSP) using information technology as appropriate
- To contribute to monitoring and assessment procedures by assessing children's baseline upon admission and managing on-going assessment throughout the term
- To lead on home visits and support families through regular meetings with parents/carers to provide updates on children's progress and development needs
- To build close relationships with a group of key children and their parents/carers, and support these children's learning needs
- To lead daily intervention groups for targeted children as directed
- To deliver regular carpet sessions to key children
- To complete risk assessments for indoor and outdoor areas to ensure a safe learning environment
- To initiate, implement, set targets and review Pupil Support Plans through regular liaison with the Management and other practitioners (for SEN children this will be in collaboration with the SEND co-ordinator and parent)
- Staff are expected to provide support for each other, cover each other's areas of work during absences, to share information and to contribute generally to the smooth running of the setting. Staff may also be required to undertake other duties within their capabilities
- To act as a mentor to students, apprentices and volunteers on placement in the nursery, offering appropriate support as required



- To work across the EYFS as directed
- To lead the EYFS nursery team and deputise in the absence of the Class teacher
- The job holder will liaise with other professionals to provide information, reports for case conferences and network meetings
- To lead CPD sessions for the staff in the nursery team and to work closely with members of the Reception team to support a high quality transition
- To promote positive attachments and relationships with the children and parents by using Thera play and attachment strategies and techniques

#### **Generic Responsibilities of all Exeter – a Learning Community staff:**

- To work consistently to uphold School's belief that no child is born to fail
- To exemplify and uphold the school's vision, values and ethos at all times particularly with regards to children's wellbeing and emotional development
- To follow all school policies
- To work in a co-operative and polite manner with all stakeholders
- To work with children in a courteous, positive, caring, and responsible manner always
- To follow the child protection procedures and to ensure that children's safety and wellbeing is never compromised
- Demonstrate a keen interest and involvement in all aspects of school life
- To be polite, cooperative, and positive when communicating to other staff
- To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures
- To work with visitors to the school in such a way that it enhances the reputation of the school
- To seek to improve the quality of the school's service
- To present oneself in a professional way that is consistent with the values and expectations of the school

#### **Other information:**

Inspiring Futures Through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow the Trust's safeguarding policies and procedures and to behave appropriately towards children at all times, both in work and in their personal lives. All school-based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.

**Please have a look at the Person Specification below.**



# Senior Early Years Practitioner

Person Specification E = Essential D = Desirable

		E/D
<b><u>Qualifications</u></b>	NVQ 3 Early Years and Childcare or equivalent.	E
<b><u>Skills/Experience</u></b>	Significant experience in a school/education setting.	E
<b><u>Planning and organising work</u></b>	Ability to develop session plans to meet the needs of individuals and groups.	D
<b><u>Planning capacity and resources</u></b>	Careful use safekeeping of equipment and educational materials.	D
<b><u>Influencing and interpersonal skills</u></b>	Ability to engage with young children to encourage their full participation in educational and social learning activities. Ability to assist with the training and mentoring of new staff and students.	E
<b><u>Using initiative</u></b>	Ability to find creative solutions to day to day problems in the school environment.	D
<b><u>Working independently</u></b>	Supervise groups of young children in the Early Years setting or approved external setting.	E
<b><u>Managing people</u></b>	Work well alongside support staff, volunteers or students in the delivery of activities.	D
<b><u>Managing resources</u></b>	Use and safekeeping of classroom equipment. Keeping accurate records.	E
<b><u>Managing risk</u></b>	Be fully aware of, and act in compliance with IFtL and legal policies and procedures in relation to the health, welfare and safety of children.	E
<b><u>Managing oneself</u></b>	Be aware of opportunities for self-improvement wherever possible.	D



# Exeter

a learning community



**Inspiring Futures  
through Learning**



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