

## Primary Teacher Nursery – Fixed Term 0:4

### Primary Teacher (Nursery) - FT 0.4 Thurs & Fri

Bridge Learning Campus is looking to appoint a Nursery teacher to work in the Primary Phase.

We are excited to offer a fantastic opportunity for a passionate and committed Nursery teacher to join our dedicated team. As part of an all-through school within the Amplify Education, you will benefit from being part of a collaborative, forward-thinking community with access to excellent professional development opportunities. We are looking for a fully qualified and enthusiastic teacher to join a dedicated team of staff at Bridge Learning Campus and give our youngest pupils the strongest start to their school education. This is a part-time (0.4 Fixed Term), class teacher role within our popular and vibrant nursery.

As a successful candidate, you will have strong subject knowledge, high expectations for all pupils, and the ability to create an inclusive, nurturing classroom environment. We are searching for a passionate teacher to join our vibrant learning community. If you have a zest for inspiring young minds, fostering creativity, and creating a positive impact, we want to hear from you. Embrace the opportunity to shape the future alongside a dedicated team of educators. The culture we embrace supports all colleagues to find the best version of themselves, we play to strengths and value the diversity that a range of professionals can bring to a team. We understand time is precious and we constantly strive to remove barriers to effective teaching. Professional dialogue time, and coaching conversations are key anchors that ground our practice. You will work closely with colleagues, support staff, and families to provide an engaging, inclusive learning environment where all pupils thrive both academically and personally.

Based in South Bristol, Bridge Learning Campus is an all-through school, with a two-entry Primary Phase, including an on-site Nursery. We are a large site with access to green spaces and sports facilities. Classrooms are spacious and well-resourced, supported by intervention areas, a well-stocked up-to-date library and access to up-to-date IT resources. We have a dedicated Pastoral Team, who support across the school and our wider school community, using Thrive, ELSA and MELSA provision.

Bridge Learning Campus has at its centre the core school values of **Build, Respect, Inspire, Dare, Graft and Empower**, through which all learning and our school of culture, well-being and belonging is achieved.

Following our recent Ofsted, in January 2026, there were no next steps identified for the Primary Phase of the school. Ofsted commented as follows:

**Achievement-** “In the Primary Phase, many pupils, including those who are disadvantaged achieve highly in phonics, reading, writing and mathematics, and well above national averages “and” Pupils’ work in the wider curriculum is of a high quality, with pupils able to talk with confidence and enthusiasm about their learning.”

**Behaviour and Attendance-** “The environment is calm, positive and respectful” and “In the Primary Phase, pupils are typically highly motivated and enjoy coming to school.”

**Curriculum and Teaching-** “An ambitious curriculum... so that pupils build on what they know over time” and “Teachers are highly skilled in delivering subjects, particularly developing pupils' vocabulary, spoken language and adapting learning to meet the needs of pupils with special educational needs and/or disabilities.”

**Inclusion-** “In the Primary Phase, staff accurately identify pupils’ needs and have robust systems in place to provide and review additional support for those pupils who need it.”

**Personal Development and Wellbeing-** “Clear expectations and routines ensure pupils in the Primary Phase develop a keen sense of right and wrong.”

**What it’s like to be a pupil at this school-** “Children often make significant and rapid progress from their starting point, including those who are disadvantaged [with] the wider curriculum [being] highly ambitious for all pupils” and “Pupils in the Primary Phase feel safe and happy, valuing the positive relationships they have with trusted staff.”

As a school we prioritise:

- Achievement for all
- Early reading and phonics
- Oracy and high-quality talk
- Equitable access and experiences
- Preparing children for their futures

Bridge Learning Campus is part of Amplify Education who are committed to high quality professional development and career opportunities for all staff. The Trust seeks to recruit the very best staff and to ensure that they are fully supported as we help them to develop their own careers.

### **What We’re Looking For**

Bridge Learning Campus is seeking a dedicated, Nursery teacher to join our friendly and supportive team. We are looking for someone who is passionate about nurturing children, enabling them to thrive and preparing them for their next stage in learning.

You will work closely with our experienced staff team, communicate effectively with families and colleagues, and bring a belief that every child can flourish.

### **Key Responsibilities**

- Use a range of teaching strategies to engage, challenge and support pupils, ensuring learning is accessible and ambitious for all.
- Create a positive, inclusive and well-organised classroom where pupils feel safe, respected and motivated to learn.
- Track pupil progress, identify next steps and contribute to class and cohort.
- Engage fully in professional development opportunities including coaching and training.

- Work collaboratively with colleagues, support staff and leaders to secure strong outcomes for pupils in your year group.

### **What We Offer**

We offer:

- Weekly PPA which can be taken off site
- Enhanced CPD, including access to professional networks across the Trust
- Paid induction and training suited to the role
- Confidential access to an Employee Assistance Programme
- Free parking
- Use of the Cycle Scheme
- Paid completion of a DBS check
- Flu vaccination vouchers
- Free eye tests (where the employee is desk-based)
- Where eligible, automatic enrolment to the relevant pension scheme
- Honouring of continuous service earned in the Local Authority

### **How to Apply**

To apply, please read the 'How to Apply' section carefully in the Application Pack. If you have any questions about the role, or would like a discussion about how this role might suit your career plans, please reach out to [recruitment@ampedu.co.uk](mailto:recruitment@ampedu.co.uk)

### **Key Dates**

Closing date: Friday 5<sup>th</sup> June 2026, 9.00am

Interview date: Thursday 11<sup>th</sup> June 2026

Start date: September 2026

Amplify Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory vetting checks, including an enhanced DBS disclosure.

## **How to Apply**

To apply please complete:

- **Online Application Form**

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form, unless the advertisement states otherwise. Referees' contact details must be

included. If you have any concerns about references, please contact our recruitment team on [recruitment@ampedu.co.uk](mailto:recruitment@ampedu.co.uk)

- **A letter of application**

Add your letter of application to the end of the application form, or attach it separately, if this is easier. The letter of application should address how you are equipped to meet the person specification, showing us where your knowledge and experience, abilities and aptitudes, values and personal qualities will support you to carry out the job description. We are particularly interested in why you want to work in education, and why our trust. Most applicants write about two sides of A4 to show how they meet the person spec criteria.

Then send your application to [recruitment@ampedu.co.uk](mailto:recruitment@ampedu.co.uk) before the closing date as written in the job advertisement.

**Interview Process**

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application.

If you are invited to interview, please let us know prior to the interview day if we can provide any access arrangements to enable you to perform your best at interview.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.**

## Job Description

<b>Job title</b>	Nursery Teacher (0.4) Fixed Term
<b>Location</b>	Bridge Learning Campus Primary Phase

<b>Salary</b>	Main Scale/Upper Pay Scale/ECT
<b>Reporting to</b>	Member of Senior Leadership
<b>Role Summary</b>	<p>We are looking for a passionate Nursery Teacher to give our youngest children the very best start. The role involves creating a calm, nurturing and language-rich environment where strong relationships, routines and high expectations enable children to feel secure and ready to learn.</p> <p>The successful candidate will deliver high-quality, play-based learning with a focus on communication and early development, while working closely with families and staff to support all children, particularly those who are vulnerable or disadvantaged.</p> <p>This is a rewarding opportunity to be part of a supportive, ambitious team and make a real difference from the very start of a child's education.</p>
<b>Working pattern</b>	Part time – 0.4 Thursday and Friday (Fixed Term for a year), in line with teacher pay and conditions, including allocated PPA time.
<b>Safeguarding</b>	We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Amplify Education Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.

### **Purpose of the Role**

### **Key Responsibilities**

#### **Teaching & Learning**

Plan, prepare and deliver high-quality, play-based learning in line with the Early Years Foundation Stage.

Adapt provision and interactions to meet the needs of all children, including SEND, EAL and disadvantaged learners.

Set high expectations for behaviour, routines and early learning.

Create a calm, language-rich environment that promotes curiosity, independence and play.

Use a range of strategies to support early communication, language development and engagement.

### **Assessment & Pupil Progress**

Use ongoing observation and assessment to monitor children's progress and inform next steps.

Maintain accurate records in line with EYFS requirements.

Provide meaningful feedback to support children's development.

Complete and communicate progress through baseline assessment and EYFS Profile.

Work closely with families to share progress and support development at home.

### **Behaviour, Safeguarding & Welfare**

Follow the school's behaviour policy to support positive routines and social development.

Build strong, trusting relationships that support children's wellbeing and emotional development.

Adhere to safeguarding procedures and maintain up-to-date knowledge of safeguarding practice (KCSIE).

Respond promptly and appropriately to any concerns regarding children's welfare.

### **Wider Professional Duties**

Contribute to the development of the EYFS curriculum and provision.

Work collaboratively with colleagues, support staff and external professionals (e.g. SALT, Early Help).

Participate in staff meetings, INSET, CPD and professional learning.

Support school events, transitions and family engagement opportunities.

Build strong partnerships with families to support children's learning and development.

### **Professional Skills & Experience**

Qualified Teacher Status or recognised Early Years qualification.

Strong understanding of the EYFS framework and early child development.

Ability to observe, assess and plan for individual next steps.

Confident in creating enabling environments and managing behaviour positively.

Strong communication and organisational skills.

### Personal Qualities

Passionate about early childhood development and giving every child the best start.

Reflective, proactive and committed to continuous improvement.

Warm, nurturing and child-centred in approach.

High expectations and a positive attitude.

A team player who contributes to a collaborative culture.

### Safeguarding Statement

*The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS check will be required.*

Key: A = Application form, I = Interview

	Source of Evidence	Essential	Desirable
<b>Qualifications and Training</b>			
<b>Qualified Teacher Status (QTS).</b>	A	•	
Evidence of <b>recent, relevant professional development.</b>	A/I		•
Further education qualifications	A		•
<b>Relevant Experience</b>			
Proven ability to deliver <b>high-quality teaching</b> that secures excellent progress for all learners.	A/I	•	
Experience analysing attainment data and supporting interventions.	A/I	•	
Secure understanding of moderation processes and statutory expectations	A/I	•	
<b>Abilities and Attributes</b>			

Excellent classroom practitioner delivering <b>high-quality teaching</b> through a range of teaching strategies.	I	•	
Strong skills in <b>monitoring, evaluating and improving</b> curriculum provision.	A/I	•	
Ability to <b>lead and inspire</b> others, promoting consistent and effective teaching approaches.	I		•
Well organised with <b>routines and resources</b> within the classroom environment	A/I	•	
Effective at analysing assessment <b>data</b> to identify trends, gaps and next steps.	I	•	
Strong communication skills—able to provide constructive feedback, deliver training and work collaboratively.	I	•	
Able to work collaboratively with colleagues, parents and external partners.	A/I	•	
<b>Personal Qualities</b>			
High expectations of pupils and a commitment to <b>raising achievement</b> for all.	A/I	•	
Reflective practitioner with a commitment to <b>continuous professional growth</b> .	A/I	•	
Ability to motivate others and foster a team ethos.	A/I	•	
Commitment to safeguarding, inclusion and promoting the wellbeing of all pupils.	A/I	•	

## Child Protection and Safeguarding

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

**The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.** The policy can be found on our website: [www.amplifyeducation.co.uk](http://www.amplifyeducation.co.uk)

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

**Safer Recruitment:**

Amplify Education Trust is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education’s ‘Keeping Children Safe in Education’ most recent Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

## Fluency Duty

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time using technical language where required.

