



**COCKBURN**  
**MULTI-ACADEMY TRUST**  
TRANSFORMATION TO EXCELLENCE



# We're Hiring

## Recruitment Booklet

### Early Years Practitioner

**COCKBURN SCHOOL**

Specialist status in the Performing Arts



Learning for Life

**COCKBURN**  
**JOHN CHARLES ACADEMY**



Learning for Life

**COCKBURN**  
**LAURENCE CALVERT ACADEMY**



Learning for Life



**COCKBURN**  
**INGRAM ROAD ACADEMY**



Learning for Life

**FOOTSTEPS**  
to success



**MIDDLETON**  
**PRIMARY SCHOOL**



**COCKBURN**  
**REACH ACADEMY**



Learning for Life

 **MINDFUL  
EMPLOYER**



**0113 271 9962**



**recruitment@cockburnmat.org**



**www.cockburnmat.org**

# Job Description – Early Years Practitioner

<b>Post:</b>	<b>Early Years Practitioner</b>
<b>Required:</b>	<b>September 2026</b>
<b>Pay scale and salary:</b>	<b>C1, SCP12</b>
<b>Contract Type:</b>	<b>Fixed Term</b>
<b>Hours of work:</b>	<b>Full time, Monday to Friday 8:30am – 3:45pm term time only plus 5 additional training days</b>

**Accountable to:** Support Staff Manager & Headteacher

## **Purpose of Role:**

To provide high-quality early years care and education that supports children's emotional, social, physical and intellectual development in a safe, stimulating and nurturing environment that meets professional inspection standards.

## **Main Duties:**

### **Care and Education**

- Provide high-quality care and education for children and their families, ensuring every child feels valued, safe and supported
- Deliver a broad and balanced Early Years Foundation Stage (EYFS) curriculum that meets the requirements of relevant national and local standards
- Support the development and implementation of Pupil Support Plans (PSPs) or Individual Education Plans (IEPs) for children with Special Educational Needs and Disabilities (SEND), working collaboratively with the SENCO and other professionals
- Observe, monitor and maintain accurate written records (including Learning Journeys and progress tracking) to ensure children's developmental progress is documented and shared appropriately

### **Communication and Partnership Working**

- Build positive relationships with parents and carers, providing regular updates, advice and support on their child's development and learning

- Liaise with external professionals (such as speech and language therapists, educational psychologists, health visitors) to support children's holistic development
- Maintain confidentiality at all times in line with GDPR and safeguarding requirements
- Work closely with Reception teachers and other primary school staff to prepare transition reports and ensure children's smooth transition into Reception

### **Safeguarding and Health & Safety**

- Report any injury or accident promptly, ensuring appropriate first aid is administered and that health and safety procedures are followed at all times
- Report any concerns regarding a child's welfare, including suspected non-accidental injury, in line with the school's Child Protection and Safeguarding Policy and procedures
- Take responsibility for the security of the building, resources and equipment as required
- Take responsibility for a group of children during fire drills and emergency evacuations

### **Professional Development and Support**

- Supervise and mentor student placements, providing guidance, support and feedback to help them develop their practice
- Prepare accurate and concise information and reports to support children's development, sharing these with the Nursery Manager or relevant professionals as required
- Support parents, carers and families during the admission process and throughout their child's time in the nursery, ensuring a welcoming and inclusive environment

### **Enrichment and Wider Opportunities**

- Organise and participate in educational visits and enrichment activities for children and families, ensuring all health and safety policies are followed and risk assessments are completed

### **Compliance and Ethos**

- Comply with all requirements of Middleton Primary School and its policies, procedures and staff instructions at all times

- Actively promote and support the school's policies on equality, diversity and inclusion, ensuring the nursery operates in an anti-discriminatory and inclusive manner
- Work collaboratively with the leadership team to provide professional support on issues relating to safeguarding and child protection to parents, carers and outside agencies
- Undertake any other duties commensurate with the post and grade as required by the Headteacher

### **Any other duties and responsibilities**

- All the above duties and responsibilities to be carried out in accordance with Cockburn Multi-Academy Trust Policies, Academies Financial Handbook and current legislation with an emphasis on Safeguarding, Customer Care, Equal Opportunities including preventing sexual harassment, Data Protection and Health and Safety
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct
- Be aware of and support differences ensuring fairness and equal opportunities for all
- Contribute to the overall vision and values of the Trust
- Enable and support the role of other professionals
- Work collaboratively and effectively as part of a team
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and professional development as required
- Flexible and to work at different sites as required

**The duties and responsibilities highlighted in the job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.**

# Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

<b>QUALIFICATIONS</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Hold a relevant Level 3 early years qualification, such as: <ul style="list-style-type: none"> <li>CACHE Level 3 Diploma in Childcare and Education</li> <li>NNEB (Nursery Nurse Examination Board)</li> <li>BTEC National Diploma in Children's Care, Learning and Development</li> </ul> NVQ Level 3 in Children's Care, Learning and Development	*		A/Q
<b>KNOWLEDGE/SKILLS</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Current knowledge of safeguarding requirements and understanding of your role and responsibilities in protecting children, including knowledge of the school's Child Protection and Safeguarding Policy and procedures	*		A/S
Knowledge of the Children Act 2004, Childcare Act 2006, and the Early Years Foundation Stage (EYFS) statutory framework (current version)	*		A/S
Knowledge of a range of factors which create stress for children and families	*		A/S
Knowledge of the Early Years Foundation Stage (EYFS) framework and how to support children's learning and development across all seven areas of learning	*		A/S
Knowledge of the SEND Code of Practice (2015) and how to support children with Special Educational Needs and Disabilities		*	A/S
Knowledge of the future of childcare services nationally and locally		*	A/S
Able to communicate with a wide range of people individually, in groups and at all	*		A/S/R

appropriate levels			
Able to motivate children and sustain their interest in play activities	*		A/S
Able to contribute to the team	*		A/S/R
Able to plan effectively to support children's learning	*		A/S/R
Able to offer positive support for children's development and wellbeing	*		A/S
Able to prepare and present written reports to support children's development and wellbeing	*		A/S/R
Able to offer support to children and families in a culturally sensitive, positive and non-judgemental way	*		A/S
Able to work in a responsive partnership with parents/carers	*		A/S/R
Able to complete risk assessments for activities conducted indoors and outdoors	*		A/S
Able to develop children with special educational needs in all-inclusive settings	*		A/S/R
Able to supervise students	*		A/S
Ability to use ICT provided		*	A/S
<b><u>EXPERIENCE</u></b>	<b><u>Essential</u></b>	<b><u>Desirable</u></b>	<b><u>MOA</u></b>
Experience of professional employment in work with young children and families	*		A/S/R
Experience of working in partnership with other agencies		*	A/S
Experience of working in close partnership with parents/carers	*		A/S
Experience of professional employment in work with young children and families, preferably in a nursery environment		*	A/S/R
Experience of working with Child Protection		*	A/S
Experience of supervising others		*	A/S/R
<b><u>PERSONAL QUALITIES</u></b>	<b><u>Essential</u></b>	<b><u>Desirable</u></b>	<b><u>MOA</u></b>
Willing to abide by the Equal Opportunities policy in the duties of the post and as an employee of Cockburn MAT	*		A/S
Willing to carry out all duties having regard to an employee's responsibility under the Health and Safety policies	*		A/S
Commitment to continuous professional development	*		A/S/R
Commitment to client confidentiality	*		A/S

Willing to have a flexible working approach to the nursery	*		A/S/R
Willing to abide by the Equal Opportunities policy in the duties of the post and as an employee of Cockburn MAT	*		A/S
<b>Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.</b>			
<b>This role is subject to a six-month probationary period and satisfactory enhanced DBS check. As one organisation Cockburn Multi-academy Trust expects all its employees to work across any academy within the trust as and when required.</b>			
<b>Cockburn MAT is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.</b>			
METHOD OF ASSESSMENT (MOA)	A =	Application Form	
	Q =	Qualification	
	R =	References	
	S =	Selection Process	

# COCKBURN

## CAREER PATHWAYS

What job roles am I interested in?

### Pastoral

Safeguarding Officer, Family Support Worker, Early Intervention Therapeutic Worker, Attendance Outreach Worker, Outreach Co-ordinator, Early Intervention Worker Assistant SENCO, Head of Year

### Facilities

Cleaner, Cleaning Supervisor, Caretaker, Caretaker, Site Manager, Premises Assistant, General Kitchen Assistant, Senior Catering Assistant, Catering Supervisor, Catering Manager

### Data/technical support

Reprographics, Data Assistant, Data Manager, Trust Data and MIS Officer, IT Technician, Senior IT Technician, IT Manager

### Operational

Receptionist, Administrator, Office Manager, School Business Manager, Personal Assistant to Head of School/ Executive Headteacher, Exams Officer, Finance Assistant, Finance Officer, Trainee Accountant, Finance Manager, HR Manager, Head of HR, Deputy Chief Operating Officer, Chief Operating Officer

### Classroom support

Midday Supervisor, Before/After School Club Assistant, Playworker, Nursery Assistant Child and Family Practitioner Behaviour & Learning Inclusion Practitioner, Teaching Assistant, Learning Mentor, Cover Supervisor, HLTA, DT/Art/Food/Science Technician LRC Coordinator

### Routes into teaching

QTS, QTLS, PGCE, SCITT, School Direct Teach First, Teaching Apprenticeship, Straight to Teaching

What career path should I take?

### Ongoing training and development

PDD Days, annual updates, staff briefings, departmental specific training, away days

### What qualifications do I need to reach my goal?

GCSEs, A Levels, NVQs, diploma, foundation degree, PGCE, QTS, ECT, Level 3 TA, CIPD, accountancy, H&S, NEBOSH, computing and IT, apprenticeship

### Annual appraisal

CPD, training and development, career aspiration conversations, succession planning

### Training for new starters...

Staff induction, statutory training including child protection and safeguarding, online safety, data protection, school policies, behaviour management

### What internal training may there be available?

Shadowing, acting up, secondments, mentor support, volunteering, associate roles

### How do I find out more about job roles?

Job adverts/website, line manager, careers officer, departmental heads, teacher training lead, HR

### Smart clinic resources

Self-care and personal development

### National College resources

Teaching and learning, pedagogy. SEND, admin, finance, staffing, recruitment, facilities, H&S

### Our values and ethos

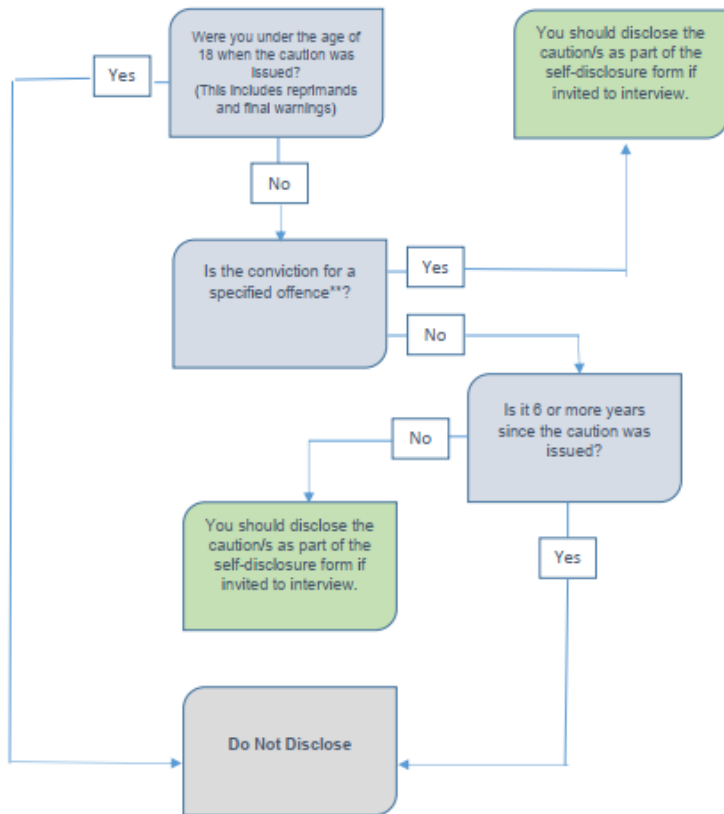
Equality, diversity and inclusion, high quality professional development, internal coaching and individual CPD rewarding jobs, lifelong learning, growth mindset, work life balance, flexibility

## SUPPORT STAFF



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**Disclosure of a Caution**  
(this includes reprimands and final warnings)



\*\*<https://www.gov.uk/government/publications/dba-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

**Disclosure of a Conviction**  
Please work this through for each conviction you have separately even if they were part of the same legal proceedings

\*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/935747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/935747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf)

\*\*<https://www.gov.uk/government/publications/dba-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

