



Shirley Manor

Primary Academy

Working together to achieve excellence

Senior Early Years Practitioner Job Applicant Pack



Contents

Headteacher's Letter to Candidates	3
The Senior Early Years Practitioner vacancy	4
Safer Recruitment at Shirley Manor Primary Academy.....	6
Senior Early Years Practitioner - Job Description.....	7
Senior Early Years Practitioner - Person Specification	12
Application Guidance	14
The Family of Learning Trust Ethos and Vision.....	16



Headteacher's Letter to Candidates



Shirley Manor

Primary Academy

Working together to achieve excellence

Methuen Oval, Wyke, Bradford, West Yorkshire, BD12 8SA Tel. 01274 679320

Website: www.shirleymanor.co.uk Email: office@shirleymanor.co.uk

Head of School: Miss L Bailey

Dear Potential Colleague

I am glad our advert caught your attention and I am pleased to provide you with further information about a new and exciting opportunity at our school. Please find enclosed in the application pack the following to assist you with your application:

- Job Description
- Personnel Specification
- Application Guidance

When completing the application form you need use your personal statement to address the requirements of the person specification, you must meet the essential criteria to be shortlisted. Please note we do not accept CV's the enclosed application form (including a supporting statement) must be completed in full.

We are a school at the heart of the community and we serve many vulnerable families; families who deserve the very best and this is what we aim to give them. The best start in life, the best education, the best teachers and support staff.

We work very closely with our families and parental engagement is high on our agenda. We also work closely with organisations and charities within our community and teach our pupils to be responsible, tolerant citizens; preparing them for life in modern Britain.

To get a glimpse of what life is really like at Shirley Manor please visit our school website www.shirleymanor.co.uk for more information about both our school and the Family of Learning Trust.

If you feel excited about the opportunity to work with us and change children's lives, then we would welcome your application.

Please return your application to the school via email to admin@shirleymanor.co.uk by **noon** on **Friday 17th October 2025**.

Applicants who have been shortlisted for interview will be contacted by email, therefore it is important that you check your emails.

Good luck and best wishes,

Lucy Bailey

Head of School

The Senior Early Years Practitioner vacancy

Shirley Manor School is vibrant one form entry primary school at the heart of the Wyke community. Shirley Manor is part of the Family of Learning Trust and is a key partner working in collaboration with schools across the Trust to drive strong educational development, particularly in schools that face challenging circumstances.

At Shirley Manor we are determined to continue to improve standards and outcomes across the school. We are committed to providing a nurturing and secure environment for our pupils to learn and we are looking for likeminded colleagues to join our school and Trust.

We have following post available to commence as soon as possible:

Senior Early Years Practitioner

35 hours days per week, during term time, working days are Monday to Friday

Grade: Band 7, NJC points 11 to 17.

Actual salary range: £22, 320 to £24, 604 per annum

Term: Permanent

We are seeking to appoint an experienced and knowledgeable Senior Early Years Practitioner to lead our school nursery setting. The post holder will work collaboratively with all colleagues across the EYFS setting to ensure we maintain the high expectations and aspirations within our school. We are looking for candidates with a passion for ensuring children are cared for to the highest standards and who want to work in a child-centred environment, making sure that every day is a wonderful one for every child. Working under the direction of Head of School and Assistant Headteachers you will be responsible for ensuring that the nursery unit is a safe, stimulating environment for our pupils to thrive and meet their early learning goals. The successful candidate will be expected to lead 2 other members of staff and must be able to plan and prepare suitable learning activities, as well as observing and assessing pupil needs against the current EYFS framework.

For the role of Senior Early Years Practitioner in Nursery we are looking for candidates with:

- **A level 6 qualification in early years or childcare.**
- The ability to lead a team providing creative and engaging learning opportunities for pupils.
- A thorough working knowledge of the EYFS framework and an excellent understanding of children's developmental needs.
- A good understanding of child protection processes, safeguarding and working with vulnerable children.
- Experience of working/leading in an early years' setting.
- Strong planning and observation skills that enable pupils to make the most of their learning.
- The ability to support the EYFS management to deliver high quality care and education in line with the setting's policies and procedures.
- Excellent communication and organisational skills.

In return, we offer a benefit package that includes:

- Membership of Local Government Pension Scheme with employer contribution of approximately 17%
- An Employee Assistance Programme, offering support and access to resources to help you maintain a healthy work life balance
- Free car parking

Our school also offers you the opportunity to:

- Work in a friendly, caring and inclusive community where everyone is valued.
- Engage with enthusiastic children who enjoy learning.
- Support teachers to deliver a rich and exciting curriculum, recognised through a range of curriculum awards.
- Work with an experienced, supportive and successful team who love to work collaboratively.
- Development that will support you on your chosen career path.

Please visit our website: www.shirleymanor.co.uk for an application pack.
Please note we do not accept CVs, only a fully completed Shirley Manor application form will be accepted.

For further information about the role please view our website or contact Lucy Bailey, Head of School on 01274 679320.

CLOSING DATE: noon on Friday 17th October 2025

You will be contacted by email to inform you if you have been selected for an interview.

The trustees of the Family of Learning Trust and the Governors of Shirley Manor School are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment. Applicants to posts that are exempted from the Rehabilitation of Offenders Act will require a DBS (formerly CRB) from the Disclosure and Barring Service and other pre-employment checks before the appointment is confirmed.



Safer Recruitment at Shirley Manor Primary Academy

Safer recruitment practice aims to minimise the risk of appointing an individual who is unsuitable to work in a post where they would be in contact with children or vulnerable adults and could cause them harm.

Shirley Manor is fully committed to the principles of safer recruitment.

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children. All candidates are expected to understand their own duties and responsibilities in regard to child protection and safeguarding with due relevance to the specific post advertised.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and thus prevent unsuitable people from working with vulnerable groups, including children. It is a criminal offence for a barred individual to be offered (or indeed to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity).

Accordingly, all of the following steps will be taken as part of the recruitment processes:

- ✓ confirmation of identity by sight of original official documents (passport, photocard driving licence etc.)
- ✓ confirmation of professional qualifications (those required to fulfil the post) by sight of original documentation
- ✓ satisfactory references - a minimum of two written references **(one of which must be from most recent employer)** will be taken up prior to interview (the identity of all referees must be open to verification)
- ✓ social media screening on all shortlisted applicants
- ✓ full scrutiny of employment history with clarification to be sought (from candidate or referees as appropriate) in the event of identified gaps or discrepancies
- ✓ all necessary checks relevant to the disqualification requirements relating to childcare in accordance with the 'Childcare (Disqualification) Regulations 2009'.

In line with DBS regulations all candidates for relevant posts are required to provide details of any relevant unspent convictions. Additionally, for those posts involving "regulated activity", all 'spent' convictions must be disclosed under the Rehabilitation of Offenders Act 1974. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

A DBS check will be requested for appointments to all relevant posts and for those involved in 'regulated activity' this will include an additional check of the Children's Barred List. Any conditional offer of appointment will be made strictly subject to both receipt of all required documentation (as specified) and satisfactory verification of all checks as above.

Senior Early Years Practitioner - Job Description

The information given on this job description is intended to provide an understanding and appreciation of the workload of this particular job and its purpose within the organisation. The job description outlines main duties and responsibilities under broad headings only, as it is not possible to specify every item in detail.

Post Title: Senior Early Years Practitioner (Level 6)
Grade: Band 7, point 11 to 17
Hours: 35 hours per week, term time only, Monday to Friday

Responsible to: Head of School

Responsible for:

Post	Grade
Level 3 Early Years Practitioner	Band 6
Teaching Assistant	Band 5

Contacts:

School staff, pupils, parents, Local Authority staff and external organisations.

Job Purpose:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision involving planning, preparation and delivering learning activities for individuals/groups in a nursery class. To monitor, assess, record and report on pupils' achievement, progress and development.

The job description outlines main duties and responsibilities under broad headings only, as it is not possible to specify every item in detail. It will be reviewed annually during the appraisal process.

Prime objectives of the Post

- a) Supporting and Delivering Learning: Working under guidance, delivering learning, getting involved in whole planning cycle, implementing work programmes, evaluating and record keeping and supervision cover, including utilising PPA time to plan for the week.
- b) Behaviour/Guidance Support. Working under guidance, delivering learning, providing pastoral support
- c) Curriculum Resource Support. Working under guidance, preparation/maintenance of resources/equipment, implementing specific work programmes including assessment.

Main Duties and Responsibilities

Delivering Learning

- 1. To work under the guidance of senior staff and deliver planned lessons to groups/whole class.
- 2. Establish productive working relationships with pupils, acting as a role model and setting high expectations, promote the inclusion and acceptance of all pupils within the setting.
- 3. Support pupils consistently whilst recognising and responding to their individual needs, encouraging them to interact and work co-operatively with others and engage all pupils in

activities, whilst promoting independence and employing strategies to recognise and reward achievement of self-reliance, and providing feedback in relation to progress and achievement.

4. Work with the nursery team to establish an appropriate learning environment, and in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
5. To assist in monitoring and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Assesses pupils using Target Tracker and provide observations via Seesaw journals.
6. Provide objective and accurate feedback and reports as required, to senior leads and parents/carers on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence (writing book/assessment wallets/seesaw) taking responsibility for keeping and updating records (Target Tracker/Next Steps board/Edukey) as agreed with the senior leads.
7. Undertake marking of pupils' work and accurately record achievement/progress.
8. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
9. Liaise sensitively and effectively with parents/carers as agreed with the senior leaders within your role/responsibility and participate in feedback sessions/meetings with parents.
10. To establish constructive relationships and communicate with other agencies and external professionals, in liaison with the senior leads, to support achievement and progress of pupils, e.g. Health Visitors, Speech Therapists etc.
11. With guidance from senior leaders in school to plan and organise nursery trips /events /workshops.

Behaviour/Guidance Support

Working under guidance from teaching staff to provide support in addressing the needs of pupils particularly who need help to overcome barriers to learning. This will include:

1. Providing care and pastoral support to pupils.
2. Attending to pupils' personal needs and provide advice to assist in their social, health and hygiene development. e.g. brushing teeth and toilet training.
3. Supporting the development and implementation of individual education, behaviour, support and mentoring plans, and support provision for pupils with special needs.
4. To assess children with SEND needs using Edukey.
5. Have productive working relationships with pupils, acting as a role model, develop mentoring arrangements with pupils and provide support for distressed pupils.
6. Supporting pupils' access to learning using appropriate strategies, resources, etc. using the formats giving to plan, evaluate and adjust learning activities as appropriate, and monitor and evaluate pupils' responses and progress.

7. Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
8. Assisting in the development and implementation of appropriate behaviour management strategies.
9. Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs and be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
10. Devising and preparing resources to support pupils and their individual needs and abilities.
11. To communicate effectively with senior leads in regards to forward plan/prepare for any ratio/organisational changes.

Curriculum/Resource Support

1. Create and maintain a purposeful, orderly and productive working environment. To be responsible for a specific area of the nursery unit, using creative ideas to enhance the environment.
2. Ensure timely and accurate design, preparation and use of specialist equipment, resources and materials.
3. Use formats given to create weekly lesson work plans, timetables, work sheets etc.
4. Follow the Read Write Inc. scheme of work and assessment for all children with the support of the nursery team.
5. Promote and ensure the health and safety and good behaviour of pupils at all times.
6. Responsible for ordering and managing resources within an agreed budget, cataloguing resources and undertaking audits as required.

General Responsibilities and Duties

1. To show a strong commitment to furthering equalities in both service delivery and employment practice.
2. To further support the climate for learning, improve the school's ethos and develop further the merging culture of achievement and high expectation.
3. To take part in any CPD activities appropriate to the role.
4. Support the development and implementation of initiatives and policies e.g. data protection, child protection.
5. The post holder will be required to undertake any other professional duties as required by their line manager.

KNOWLEDGE

- To have knowledge of and be able to meet professional standards for Senior Early Years Practitioner.

- Knowledge and compliance with policies and procedures relevant to child protection and health and safety.
- Requires knowledge and understanding of the Early Years Foundation Stage Curriculum requirements in relation to several specialist areas, including planning, preparing and delivering programmes of learning activities to groups and classes.; also, detailed understanding of how pupils of relevant age group(s) and ability learn; relevant learning strategies and methods.
- Knowledge acquired through training and experience to level of professional standards specified for Senior Early Years Practitioner status plus additional professional development.

SKILLS

- Uses teaching and learning objectives to plan evaluate and adjust lessons and work plans as appropriate within agreed systems of supervision.
- Adjusts learning activities according pupil interest, ability and need.
- Resolves all but the most complex problems as they arise.
- Excellent oral and written skills for communicating with individual, groups and whole classes of pupils to promote learning. This includes assessing the impact of the communication on recipients and adjusting approach as necessary.
- Works with other staff members to plan and evaluate learning activities, exchange information with other staff, parents, carers and external agencies.
- Prepare and clear up learning resources, equipment.
- Creates stimulating working environment for pupils.

INITIATIVE

- Works independently, with support from TA/SAs. Plans, prepares and delivers programmes of learning; is responsible for assessment, records and reports on development, progress and attainment of assigned individual pupils, groups and classes.
- The post holder has a moderate degree of independence and is responsible for taking decisions in situations where school policies and statutory regulations provide only a general guideline. However important decisions that will have a major effect on pupils, parents or staff need to be referred to the Senior Leadership team.
- Decisions taken by the post holder have a material effect on the operation of the school, staff, pupils and parents. Results of decisions made will lead to the most effective and efficient use of resources whilst creating a safe and effective learning environment.
- The post holder is responsible for liaising with external providers regarding procurement and selection of resources and services where the budget implication is minimal.

DEMANDS

- Combination of standing, sitting or walking.

- Requirement for standing for long periods and working in awkward positions e.g. sitting in low chairs.
- Working with, or providing planning for TA/SAs to, support individuals, groups and classes of pupils requiring interventions to support their learning.
- Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management.

PEOPLE RESPONSIBILITIES

- Takes responsibility for assessing overall pupil learning needs in specialist field and providing programmes of learning activities for groups and/or whole classes of pupils, including planning and adjusting lessons and other activities.
- Responsible for 2 members of the nursery team and may occasionally support, advise and or monitor less experienced teaching assistants and students.

RESOURCES

- May handle small amounts of cash e.g. for school visits, snack money.
- Responsible for the careful and safe use of equipment such as play and standard ICT equipment.
- Records confidential pupil data.
- Responsible for selecting and/or ordering supplies, under direction.

CONDITIONS

Some exposure to unpleasant conditions, including noise; outdoor working agencies.



Senior Early Years Practitioner - Person Specification

	Essential	Desirable	How identified
1. Knowledge and skills (including any relevant or required qualifications)	Minimum of a relevant and recognised Level 6 qualification in early years/childcare. Paediatric First Aid qualification. Possess a good level of general computer literacy with a range of IT skills. Excellent working knowledge of current EYFS framework with proven practical experience of implementing good quality learning experiences. An understanding of good quality childcare. Ability to follow instructions and to lead, working from own initiative and being creative as necessary. Ability to communicate effectively with parents, carers and other professionals. Ability to plan and deliver safe, creative play. Ability to implement robust health and safety standards. Ability to meet children's individual needs, including those with special educational needs, etc. Ability to carry out observations and assessment to report back to management and improve learning experiences.	Basic Food Hygiene Certificate	Application Form Interview Assessment

	Essential	Desirable	How identified
2. Personal Development & additional Learning	Proven commitment to own self-development with evidence of CPD. Willing to participate in further training and development activities.		Application Form Interview References
3. Experience	Experience of working/leading in an early years' setting. Experience of leading other staff / line management. Experience of implementing all aspects of the EYFS framework. Experience of working in partnership with parents.	Experience of working in a school environment.	Application Form Interview References
4. Initiative	Ability to lead and contribute to ideas for the ongoing development and improvement of the setting. Ability to work effectively as part of a team. Excellent organisational skills. Empathetic, with a calm and caring nature. Ability to work well under pressure.		Application Form Interview References
5. Circumstances	Ability to attend meetings after school if required, e.g. parents' evenings.		Application form Interview References

Application Guidance

Please read these Guidance Notes carefully before completing the application form. The application form is the first step in the recruitment process, which may lead to an interview and the possible offer of a job. It is therefore important that you complete the application form as fully as you can. We do not accept CV's and therefore the information that you supply on the application form is the only information that we consider when deciding whether you should be shortlisted.

General Information

- Please read the job description, person specification, advertisement and any other papers carefully, before filling in the form, and use this information to make your application relevant to the post.
- Please use **black ink** or type your application form – this helps when the applications are photocopied.
- **Do not send a CV with your application** – we believe that asking all applicants to complete an application form ensures fairness and consistency in our recruitment process.
- Do not submit the same application form for more than one job. Tailor each application to fulfil the requirements for a particular job. Please endeavour to keep your application form neat and tidy – the application form provides our first impression of you!
- The selection criteria used for shortlisting are the skills, abilities, knowledge and experience required to do a specific job. No assumptions will be made about these criteria. It is therefore vital that you tell us how you meet the selection criteria.
- Please return the application form by the closing date advertised.

The Application Form

- ✓ **Personal Details** – In accordance with the Data Protection Act and GDPR, the information you provide on the application form will be used solely for the purpose of the recruitment procedure and will not be used or passed on to any third party for any other reason. We prefer to make contact through email, therefore make sure your personal e-mail address is provided clearly and check your inbox regularly after the closing date (and your spam!)
- ✓ **References** – In order to speed up the process of appointment we will make a request for references before we interview you, unless you specify otherwise.
- ✓ **Recruitment Monitoring** – The Family of Learning Trust operates a policy of equal opportunity and fair treatment for employment and development. To assist in monitoring the effectiveness of this policy, and for this reason only, applicants are asked to give details of their ethnic origin, sex and any disability. The information you provide is used solely for monitoring purposes. It will be treated as confidential and will be detached from your application form on receipt. The information will not be seen by those who decide on the list of applicants to be invited to interview.
- ✓ **Education, Qualifications & Training** – Please include all your education, qualifications & training, both informal and formal. You may be asked to produce certificates confirming qualifications at a later stage.



- ✓ **Present/Recent Employment** – Starting with your present employer, please complete this section in date order, beginning with your most recent job and listing all work undertaken, paid and voluntary, since leaving school. Please account for any breaks/gaps in employment history since leaving full time education. Please continue this section on a separate sheet if necessary.
- ✓ **Skills, Abilities, Knowledge & Experience** – This section is the most vital part of the form. You may be one of many people applying for a job, so your application needs to stand out by showing your suitability against the person specification. You should provide **examples** of how you meet the skills, abilities, knowledge and experience identified, these can be non-work based if necessary.





The Family of Learning Trust Vision

'Learning Without Limits'

The Principles of our MAT

- A commitment to a culture of lifelong learning for all hence our ethos is 'Learning Without Limits.'
- Relentless pursuit of excellence in all aspects of school life.
- A bespoke curriculum, tailored made to meet the needs of our children with strong links to the community and the outdoors.
- Strong pastoral care for all children. Rigorous and Robust systems for monitoring important areas of school life
- Successful partnerships with parents, families and the local community

Our behaviours

These are our expectations for our staff:

- I am honest
- I am respectful
- I am positive
- I am supportive
- I communicate
- I am flexible

Shirley Manor is a friendly caring school with high expectations for all our pupils. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. Our curriculum is rich and inspiring and offers pupils a broad range of experiences and opportunities. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued. Interwoven throughout our curriculum are key 'characteristics of learning' which we hope to instil in our pupils. We encourage children to take risks and teach them that it is ok to fail.