

Recruitment Information Pack



Bosworth Academy

Early Years Practitioner

18 Hours Per Week – All Year Round

Grade 5, Point 7-8

Actual salary - £12,254 - £12,448



Message from the Headteacher

Thank you for showing an interest in the Nursery Nurse post at Bosworth Academy Day Nursery.

At Bosworth Academy Day Nursery, our aim is to provide a safe happy and stimulating learning environment for children to develop emotionally, physically, socially and intellectually.

We want the best possible future for all of children, so we know it is important to invest in them now. Crucially, we believe that all children have enormous potential, therefore we challenge them to be the best, help realise this potential and transform this into lasting future opportunities for them.

We look forward to receiving your application and good luck!

Simon Brown

Headteacher

Vision, Values and Ethos

As part of Bosworth Academy, Bosworth Day Nursery follows the vision, values and ethos of the academy

Bosworth Academy Vision: For Bosworth Academy to be consistently outstanding in its delivery of outcomes for young people in and for our community. Bosworth Academy is an unstoppable force for affecting social mobility.

Bosworth Academy Values: *'No student will underachieve'* means: Outstanding outcomes for every child of every ability from every background, no matter what the barriers. *'Be better than you thought you could be'* means: We understand that our role is not to ensure students reach their potential, it is to help define that potential.

Bosworth Academy Ethos: We do this in an environment which is inclusive, exciting, varied and highly aspirational. The individual is recognised and celebrated. We strive for excellence and challenge in all that we do and seek feedback and positive criticism. We believe in the capacity for continual improvement and appreciate the role of leadership. We never give up and never accept that our work is done. We enjoy and achieve and embrace our responsibility as a force for good. We can and will make a difference through the empowerment of learning.

Bosworth Academy The 6C Curriculum

At Bosworth Academy, we believe in teaching to the test of life, not to a life of tests. Our curriculum is based on international research and this includes our global competency, 6C, development programme:

- **Character:** Being a motivated, proactive and resilient learner
- **Collaboration:** The ability to work well with others
- **Creativity:** Using imagination or original ideas to do something new
- **Citizenship:** Making a positive contribution to the world we live in
- **Communication:** Exchanging information with others
- **Critical thinking:** Forming your own opinions based on reliable evidence



The 6Cs form an important part of our rewards and restorative behaviour approaches. They permeate through our tutor programme, assemblies and lessons. In doing so, we help students to become effective independent learners who can adapt to a rapidly changing world. We incorporate whole school values into all of our lessons, promoting a range of skills that support the development of student agency.

Anti-Racist School Pledge

At Bosworth Academy we pledge to be an anti-racist school in order to ensure that we are a genuinely inclusive community.

Our Pledge: Bosworth Academy operates a zero-tolerance approach towards all discrimination. We believe it is imperative to address racism in all its forms and offer our unambiguous support to all our students, staff, governors, parents, carers and guardians who are racialised as Black or a Person of Colour. We wish to reassure you that all matters of racial discrimination, whether it presents itself overtly or covertly, will be handled with the utmost care and importance.

The Advert

Early Years Practitioner

Grade 5, Point 7-8

Actual salary, £ 12,254 - £12,448 per annum

18 hours per week

All year round

Commencing as soon as possible

The Head teacher and Governing Body wish to appoint a committed and enthusiastic Early Years Practitioner to support the Nursery manager at Bosworth Academy Day Nursery. Bosworth Nursery is a popular nursery provision, within the LiFE Multi-Academy Trust.

You will support the nursery team to deliver quality childcare within the EYFS framework, assist with the planning and delivery of all day to day activities in the nursery and be fully committed to the happiness, well-being, safeguarding, self-esteem and progress of all children in your care.

The successful candidate will be qualified to a minimum of NVQ level 3 in childcare with previous experience of working with children. You will have a good knowledge of the EYFS standards/framework, other statutory requirements and codes of practice. It is essential that you are a strong team worker who is flexible and willing to work with all staff across the nursery and college.

Bosworth Academy Day Nursery aims to provide a safe, happy and stimulating learning environment for children to develop. For up to 20 children ranging from 3 months to 5 years. The nursery is based at Bosworth Academy Community which is part of Life Multi Academy Trust. The nursery is ideally situated for both staff and parents with free on-site car.

Further information and application forms are available on our school website

www.bosworthacademy.org.uk

The closing date for applications is **Friday 6th February 2026 at 3pm**

Interviews will take place on soon after.

"LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search."

Bosworth Academy, Leicester Lane, Desford, Leicester. LE9 9JL
LiFE Multi Academy Trust CEO: Mr Chris Parkinson
Bosworth Academy Headteacher: Mr Simon Brown

The Application Process

How to apply

We invite you to apply so that you can find out more about our nursery. If there is any further information you wish to know, please do not hesitate to ask by emailing b.jarvis@ibstockcollege.co.uk

To apply, you need to:

1. **Complete the application form.** An email will be sent to shortlisted candidates with details of the interview process. - Please apply via eteach.

Queries

If you have any queries on any aspect of the application, need additional information, or wish to visit our nursery please contact Becky Jarvis (Early Years Lead Practitioner) via email – b.jarvis@ibstockcollege.co.uk.

We can offer you:

- A chance to join a dynamic Early Years Trust with three nurseries
- A committed and dedicated team of qualified early years practitioners
- A strong passion for learning and development across all members of our nursery community
- 100% focus on improving outcomes for the children in our nurseries and across the Trust
- Excellent support for your professional development, including opportunities to visit other nurseries and learn from colleagues

We require you to:

- Be passionate about children's learning, development, and wellbeing
- Be a great team player with a positive, proactive approach
- Have high expectations for children's learning, development, and behaviour
- Be an excellent early years practitioner with a strong record of achievement and success

In addition, we offer:

- Access to training & development opportunities, including upskilling through the apprenticeship levy
- On-site parking
- On-site catering facilities
- Staff wellbeing initiatives and flexible working arrangements
- Childcare support and cycle-to-work vouchers
- Convenient locations in Leicestershire with excellent transport links and road networks

Job Description

Early Years Practitioner

Salary range: Grade 5, Points 7-8

Line manager: Group Leaders/Nursery Manager

Core purpose

To develop everyone's potential academically, socially, morally, spiritually and emotionally in a stimulating and challenging environment in order to educate children who can think independently, behave responsibly and continue to learn successfully.

To support the development of the day nursery through effective teamwork at all levels and through wholehearted and effective support of the academy's key principles: to achieve excellence in learning, to create a sustainable learning community, to ensure integrity and innovation in what we do, to promote respect for all, and to promote opportunities for all.

To follow and embed the nursery's vision statement:

The aim of Bosworth Academy Day Nursery is to provide a safe, happy and stimulating learning environment for the children to develop emotionally, physically, socially and intellectually.

Job purpose

- To provide learning, care and safety for a specified group within the nursery
- To work within (but not limited to) the EYFS standards/framework and other statutory requirements and codes of practice
- To maintain a flexible approach which will enable the nursery to reach its full potential
- To support the group leaders and nursery manager in the following ways:

Main Duties and Responsibilities

General:

- Assist in promoting the well-being, safety, and security of all children.
- Support the delivery of high-quality care and learning, including contributing to the planning and implementation of both child-initiated and staff-led activities, under the guidance of the group leaders.
- Assist in monitoring and recording children's development, including contributing to the maintenance of learning journeys and developmental records.
- Support the planning and implementation of Ofsted-related activities and requirements.
- Work as a fully integrated member of the nursery team to ensure the smooth and efficient running of the setting. This may occasionally require flexibility around core working hours; any changes will be discussed in advance.
- Prepare the environment for the children's arrival and help provide a varied, stimulating play and learning environment, including displaying children's work.

Personal Care and Support:

- Assist with toileting, nappy changing, and personal hygiene as required.
- Support feeding of younger children when necessary.
- Encourage independence while ensuring children's safety and well-being.

Environment and Equipment:

- Support the care and maintenance of equipment and toys, ensuring they are clean, safe, and in good working order.
- Help maintain a tidy, organised, and stimulating nursery environment.

Teamwork and Initiative:

- Work using your own initiative while following directions and guidance from the group leader or nursery manager.
- Contribute to a positive, collaborative, and supportive team culture.

Considerations

a. The nature of the work may involve the post holder carrying out work outside of normal working hours.

b. The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.

c. This post is subject to a check being carried out at an enhanced level by the Disclosure and Barring Service (DBS) regarding any previous criminal record.

d. This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

This post is not subject to the Rehabilitation of Offenders Act and an appropriate Enhanced DBS check is required

Person Specification

Qualifications and Experience	
Essential <ul style="list-style-type: none"> • Qualified to a minimum of NVQ level 3 in childcare • Paediatric First Aid qualification (or willingness to train) • Basic food hygiene qualification • Child protection/safeguarding training (or training provided in post) • An awareness of supporting the needs of vulnerable children and those with SEN 	Desirable <ul style="list-style-type: none"> • Experience of observation/monitoring of children • Knowledge of 'family app' or other Early Years MIS Systems
Knowledge and Skills	
Essential <p>Knowledge of the EYFS curriculum and other national standards/codes of practice</p> <ul style="list-style-type: none"> • Willingness to extend knowledge of best practice in early years care and education • Ability to communicate positively with children and carers • Ability to offer a positive, committed and flexible approach to working within a childcare environment • Awareness at all times, of health and safety requirements in the nursery. 	Desirable
Personal Attributes	
Essential <ul style="list-style-type: none"> • Ability to work flexibly to the practical demands of the role • An enthusiastic with a willingness to work with all staff across the nursery and the academy • Be professional and work with integrity, empathy and patience • Able to manage sensitive and confidential situations • Self-motivated • Ability to interpret instructions and implement them effectively 	

Qualifications and Experience

- Must be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the provisions of the Equality Act 2010

TO LEARN TO ACHIEVE

LiFE Multi Academy Trust Charter

All our schools work within the LiFE Operating Model. We work together in a genuinely collaborative way and we also celebrate the strengths and individuality of each of our schools. This operating model can be distilled into the following principles to which all our schools subscribe.

1. Leadership

We commit to the principle of genuine collaboration to find evidence led and innovative ways to enhance the efficacy of learning, leadership, engagement and aspiration.

We coordinate calendars to allow maximum benefit from Trust wide opportunities.

We encourage, create time for, and inspire our best teachers, support staff, and leaders to work for the benefit of our schools within the Trust.

2. Learning & Teaching

We aspire to offer an educational experience which is inspirational, innovative and delivers integrity in adults and children.

3. Quality Assurance

We embrace the notion of mutual accountability: no individual, team or school can feel they are successful unless all individuals, teams and schools are successful. We consequently commit wholeheartedly to peer review which precipitates peer support.

We commit to providing the Trust board with timely, coordinated, accurate and appropriate data and information about our schools to allow for the best possible deployment of resources.

4. Professional Development

We embrace the power of trust wide professional development, and therefore contributing as well as benefiting from that professional development.

5. Curriculum

We commit to providing a curriculum and an approach to pedagogy that is irresistible, inclusive and aspirational. We commit to recognising the head, hand and heart in equal measure. We recognise the importance of personalisation, and the importance of each child feeling known, celebrated and cared for. We commit to ensuring our curriculum foregrounds the understanding and appreciation of cultural diversity, social injustice, protecting our environment and supporting our communities.

6. Community Leadership

We make educational choices for our children driven by putting their needs, and those of their families and communities first.

We commit to being a force for good and lead positive change within our community.

7. Behaviour & Wellbeing

We commit to an approach to ensuring the right learning behaviours based on building warm and caring relationships, and the importance of our children feeling known, heard, safe, loved, appreciated and cared for. We recognise that to achieve this we also need high expectations, consistency, and an understanding that negative behaviours hurt us all. We therefore understand there must be clearly articulated consequences where children fall short of our high expectations, but also support to help children behave with social conscience and uphold our values.

8. Inclusion

We commit to embracing and promoting diversity and the celebration of cultural differences. We recognise that to do this, we need to create safe spaces, where all aspects of social injustice can be discussed, addressed and challenged.

We commit to operating inclusively in all we do; LiFE schools welcome and celebrate children from all backgrounds and with all forms of individual needs. We recognise that to do so, promotes social mobility, social cohesion and fights social injustice.

9. Staff Wellbeing

We recognise that our employees are our greatest resource, and consequently we commit to ensuring that all employees feel valued, supported and nurtured. We commit to sign the Mindful Employer Charter which recognises mental health needs alongside physical wellbeing.

Our Offer to new staff joining the LiFE Multi Academy Trust and our schools

Professional Capital:

‘We believe in getting the right people, getting them to work together and getting them to stay’

Strategy	Description
Putting your trust in our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual Performance Management, we encourage our staff to identify aspirational targets through our ‘Personal Improvement Plan’ (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> • providing employees with a safe, healthy and supportive environment in which to work • recognising that the health and wellbeing of our employees is important • providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged • <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
Equality and Equal Opportunities	Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.

Presumed Professionalism

We have a 'Presumed Professionalism' ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.

Development of Professional Capital and Excellence

As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We are proud of this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.

Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.

Examples of the many opportunities we encourage staff to take up externally include:

- The National Professional Qualification for Headship (NPQH)
- The National Professional Qualification for Senior Leadership (NPQSL)
- The National Professional Qualification for Middle Leadership (NPQML)
- The Outstanding Teacher Programme (OTP)
- Initial Teacher Training (ITT)

Pathways are available at apprenticeship level, ECT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.

Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.

Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.

Great access to progression and leadership responsibility

Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.



Collaboration across all schools	We are continually developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.
Sabbatical and flexible working policies	<p>We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>
Strong Induction Process	It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
ECF Programme	We offer Early Career Teacher a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.
Continued ECT and ECT support	Where possible we try to ensure that ECTs and second year ECT teachers have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.
3DJ Networks	3DJ Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3DJ Learning and Teaching model.
Attendance of staff	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all schools and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our schools