

# Circadian Nest Nursery

Early Years Recruitment Pack

## Level 3 Early Years Practitioner

Qualified Early Years Practitioner — counts in EYFS ratios at Level 3

Job Description & Person Specification · Issued May 2026

<b>Job title</b>	Level 3 Early Years Practitioner
<b>Reports to</b>	Room Leader / Deputy Manager / Manager
<b>Responsible for</b>	Key person group; supporting L2 practitioners, apprentices and students
<b>Hours / Pattern</b>	Full-time or part-time, between 8:30am and 5:30pm Monday–Friday (per contract)  Term time or year-round
<b>Salary</b>	Per offer letter — paid monthly, in line with experience
<b>Probation</b>	Six months
<b>Notice</b>	One month after probation
<b>DBS</b>	Enhanced DBS with Children’s Barred List check (offer conditional)
<b>References</b>	Two satisfactory references required before start date

## Job Description

### About Circadian Nest Nursery

Circadian Nest Nursery is a warm, child-led setting that delivers the Early Years Foundation Stage (EYFS) through play, nature, routine and meaningful relationships. We believe that every child deserves a calm, predictable rhythm to their day, supported by skilled, kind adults who know them well. Our practice is grounded in the EYFS Statutory Framework, the key person approach, and a deep respect for each child’s family and culture.

### Role Purpose

As a Level 3 Early Years Practitioner you take a leading practitioner role in your room, delivering the EYFS curriculum to a high standard, holding a key person group, and supporting the development of less experienced colleagues. You count in EYFS staff:child ratios at Level 3, and are expected to work with confidence, autonomy and warmth, modelling best practice every day.

### Key Responsibilities

### Care, learning and the EYFS curriculum

- Plan, deliver and evaluate a balanced range of indoor and outdoor experiences that cover the seven areas of EYFS learning, with a strong emphasis on the prime areas in the under-threes.
- Lead the observation, assessment and planning cycle for your key children, ensuring next steps are responsive to each child's interests, stage of development and home context.
- Promote the Characteristics of Effective Teaching and Learning — playing and exploring, active learning, and creating and thinking critically — through skilled adult interaction and purposeful provision.
- Use formative assessment to identify any child who may need additional support, and lead early discussions with parents and the SENCo where concerns arise.
- Complete the EYFS Progress Check at age two for your key children, in partnership with parents and (where relevant) the health visitor.
- Promote British Values and an inclusive, anti-discriminatory culture that reflects the diverse families and communities we serve.

### Key person and family partnership

- Hold a key person group, building secure attachments and acting as the main point of contact for those children and families.
- Settle new children sensitively, working closely with parents to gather “all about me” information and supporting smooth transitions into the room and on to school.
- Maintain warm, professional relationships with parents and carers, sharing daily feedback, learning journeys and concerns in a confidential and respectful way.
- Recognise and respond to each child's emotional cues, supporting self-regulation, friendships and a strong sense of belonging.

### Safeguarding and child protection

- Adhere fully to the EYFS safeguarding and welfare requirements, the setting's Safeguarding & Child Protection Policy, and statutory guidance including Keeping Children Safe in Education and Working Together to Safeguard Children.
- Recognise indicators of abuse, neglect, FGM, radicalisation (Prevent duty) and other safeguarding concerns, and report any concerns immediately to the Designated Safeguarding Lead (DSL).
- Maintain confidential, accurate and timely safeguarding records using the agreed reporting system.
- Keep paediatric first aid (PFA), safeguarding, food hygiene and other mandatory training fully up to date.
- Adhere to the Staff Code of Conduct and Whistleblowing Policy, modelling professional boundaries online and in person.

### Health, safety and welfare

- Maintain EYFS staff:child ratios at all times and ensure children are never left unattended.
- Carry out daily and dynamic risk assessments of indoor and outdoor environments, and report hazards or near-misses promptly.
- Follow nappy-changing, intimate-care, sleep, allergy, medication and food-hygiene procedures in line with policy.

- Promote healthy eating, oral health, physical activity and rest in line with EYFS welfare requirements.
- Maintain a clean, well-resourced learning environment that is calm, accessible and fit for purpose.

### **Team, leadership and professional development**

- Act as a role model for less experienced colleagues, apprentices and students, mentoring and providing on-the-floor coaching.
- Deputise for the Room Leader in their absence, where directed by the Manager.
- Take an active part in supervision, appraisal, peer observation and reflective practice.
- Engage in continuous professional development, attending all mandatory training and at least one piece of additional CPD per year.
- Communicate clearly and respectfully with colleagues, parents and external professionals, contributing positively to team meetings.
- Champion equality, diversity and inclusion in everyday practice.

### **General**

- Carry out any other reasonable duties requested by the Manager that fall within the scope of the role.
- Adhere to all setting policies and procedures, including data protection (UK GDPR), social media, sickness reporting and dress code.
- Maintain a personal portfolio of training, qualifications and CPD evidence.

### **EYFS Alignment**

This role is delivered in line with the Statutory Framework for the Early Years Foundation Stage (EYFS), supporting all children to achieve the Learning and Development requirements across the seven areas of learning:

- Prime areas — Communication and Language; Personal, Social and Emotional Development; Physical Development.
- Specific areas — Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

All staff are expected to actively promote the Characteristics of Effective Teaching and Learning (playing and exploring; active learning; creating and thinking critically), and to meet the safeguarding and welfare requirements of the EYFS at all times.

### **Safer Recruitment & Pre-Employment Requirements**

Circadian Nest Nursery is committed to safeguarding and promoting the welfare of children, and expects all staff and volunteers to share this commitment. All appointments are made in line with the Department for Education guidance Keeping Children Safe in Education and the EYFS Statutory Framework safeguarding and welfare requirements.

All offers of employment are conditional on the satisfactory completion of the following pre-employment checks:

- An Enhanced Disclosure & Barring Service (DBS) check, including a check of the Children's Barred List, returned at a level the Manager deems acceptable.

- Two satisfactory professional references, at least one of which must be from the most recent employer (or place of study, if recently qualified). References involving work with children must come from a senior contact and confirm there are no safeguarding concerns.
- Verification of identity, address and right to work in the UK.
- Verification of relevant qualifications and any required certificates.
- Self-declaration of any cautions, convictions, reprimands or warnings (subject to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975).
- Self-declaration confirming the post-holder is not disqualified from working with children, and confirmation of medical fitness to undertake the role.
- Satisfactory completion of a probationary period (typically six months).

The post-holder is required to inform the Manager immediately of any change in circumstances that may affect their suitability to work with children, including any cautions, convictions or referrals during employment. Failure to disclose relevant information may result in disciplinary action up to and including dismissal.

## Person Specification

Candidates will be shortlisted and selected against the criteria below. Evidence may be drawn from the application form (A), interview (I), references (R), pre-employment checks (C) and any practical observation/trial session (T) where used.

Criteria	Essential	Desirable
<b>Qualifications</b>	<p>Full and relevant Level 3 Early Years qualification (as listed on the DfE Early Years Qualifications List).</p> <p>GCSE English and Maths at grade 4/C or above, or equivalent (or working towards, in line with current EYFS rules).</p> <p>Current paediatric first aid certificate (12-hour PFA) — or willing to obtain on appointment.</p>	<p>Safeguarding Level 2 (or higher) certification within the last two years.</p> <p>Food Hygiene Level 2.</p> <p>SENCo training, Makaton, Forest School or similar additional CPD.</p>
<b>Knowledge</b>	<p>Strong working knowledge of the EYFS Statutory Framework and its safeguarding and welfare requirements.</p> <p>Sound understanding of child development from birth to five.</p> <p>Understanding of the key person approach, attachment theory and supporting transitions.</p> <p>Awareness of statutory safeguarding guidance — Keeping Children Safe in Education, Working Together to Safeguard Children, Prevent duty.</p>	<p>Knowledge of Birth to 5 Matters / Development Matters non-statutory guidance.</p> <p>Understanding of SEND Code of Practice (0–25).</p>
<b>Experience</b>	<p>Substantial recent experience of working with children aged 0–5 in a registered early years setting.</p> <p>Demonstrable experience of leading the observation, assessment and planning cycle for a key person group.</p> <p>Experience of working in partnership with parents, carers and other professionals.</p>	<p>Experience of mentoring or supervising apprentices, students or L2 colleagues.</p> <p>Experience of completing the EYFS Progress Check at age two.</p>

Criteria	Essential	Desirable
<b>Skills</b>	<p>Excellent communication and interpersonal skills, written and verbal.</p> <p>Ability to plan, deliver and evaluate engaging EYFS provision.</p> <p>Confident with digital learning journals (e.g. Family, Tapestry) and basic IT.</p> <p>Strong organisation and time-management skills.</p>	<p>Ability to communicate in an additional language used by our families.</p>
<b>Personal qualities</b>	<p>Warm, calm, nurturing and patient approach to children and families.</p> <p>Reflective practitioner committed to ongoing learning.</p> <p>Reliable, punctual and professional.</p> <p>Strong commitment to equality, diversity, inclusion and anti-discriminatory practice.</p> <p>Genuine commitment to safeguarding and promoting the welfare of children.</p>	—
<b>Other requirements</b>	<p>Eligible to work in the UK.</p> <p>Willing to undergo and maintain an Enhanced DBS check (with Children's Barred List).</p> <p>Able to provide two satisfactory professional references prior to start date.</p> <p>Not disqualified from working with children, and able to confirm this in writing.</p> <p>Physically able to undertake the duties of the role, including floor-based play, lifting and outdoor activity.</p>	—

*Reasonable adjustments will be considered at every stage of recruitment and within the role. Please contact the Manager in confidence if you would like to discuss any adjustments.*