

TRANBY



EAST YORKSHIRE

Independent co-educational
2-18 HMC and IAPS day school



Tranby, East Yorkshire, seeks an exceptional

Nursery Nurse (All Year Round)



www.tranby.org.uk

77% A*-C
A LEVEL RESULTS
SUMMER 2025

PRIZE-WINNING
OPAL-PLAY
PREP SCHOOL

35% OF GCSEs

GRADE 7 TO 9

SUMMER 2025

FLOOD-LIT
ALL-WEATHER
ASTROTURF
PITCH

90%
FIRST CHOICE UNIVERSITY
SUMMER 2022

ISI
EXCELLENT
IN ALL AREAS

50+
CO-CURRICULAR
ACTIVITIES



WELCOME TO TRANBY, EAST YORKSHIRE



Thank you for your interest in a position with Tranby, East Yorkshire. We are a thriving 2-18 HMC and IAPS co-educational day school. We provide a carefully judged blend of academic challenge, pastoral support and extra-curricular opportunity amid the glorious surroundings of the historically significant Tranby Croft.

With a deep heritage in Hull and the East Riding of Yorkshire, Tranby is one of the strongest schools in the region, celebrated for its exceptional pupil-centered pastoral care and its exceptional academic performance. We are committed to bringing out the best in everyone and have a 'no ceilings' approach to what our pupils can achieve.

**Chris Wainman, BA (Leeds), PGCE (Sheffield),
MA (Warwick), MPQH (UCL), MCCT
Head**



Our mission is to educate the whole child, in preparation for a successful and happy future. The range of opportunities available to all pupils at Tranby, from the earliest stages in their education, ensures our pupils thrive in all areas. This is known as 'The Tranby Way' and incorporates our Prep School Values of kindness, integrity and determination.

Cath Sweeting, BA (Oxford), PGCE (Hull)

Head of Prep School

“Pupils display excellent attitudes to learning.
They take a high level of responsibility for their studies.”

ISI inspection report, 2019





ALL YEAR ROUND ROOM LEADER

JOB DESCRIPTION AND PERSON SPECIFICATION

Start: July/August 2026

Time: Full time, permanent

Department: Prep School

Reports to: Head of Prep School, Head of The Croft

Salary: £26, 311 p/a



JOB SUMMARY—KEY DUTIES AND RESPONSIBILITIES

Main purpose of role

- To offer support and guidance to pupils within the Pre-School and Prep School setting
- To ensure that all children have every opportunity to experience and explore a high standard of provision in all areas of the Foundation Stage Curriculum
- To work co-operatively and flexibly, promoting equal opportunity policies and practices
- To liaise with parents/carers, education staff and other agencies if and where necessary

Key Accountabilities

- To foster the intellectual, social, emotional and physical development of all children
- To share practice and contribute to planning and pupil meetings
- To prepare and take care of equipment and resources
- To maintain confidentiality and produce written and computerised records, reports and assessments, as requested, in accordance with the Foundation Stage policies and procedures
- To attend training and development opportunities and share knowledge gained with colleagues

Duties

To assist the Pre-School staff daily in regard to:

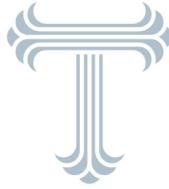
- Organise, risk assess and supervise relevant areas and activities, supporting and leading children in their play and learning and aiding and encouraging where appropriate
- Assist with necessary class and area preparation and displays and help to ensure that all areas are tidy, bright and welcoming; help to prepare, implement and clear away activities and equipment
- Prepare, serve, supervise and clear away drinks and food where appropriate
- Promote good hygiene at all times; take children to the toilet and change if necessary
- Liaise with key staff and parents on day-to-day matters and issues
- Work as part of a team in observing and assessing children, using these to inform future planning
- Administer First Aid and comfort to pupils where necessary or appropriate. Following appropriate training, administer medicines as required.
- Engage in the school's appraisal process, including taking a proactive role in professional development and attend training days and professional training courses throughout the year
- Support the Deputy Pre-School Manager in carrying out regular safety, maintenance and cleaning checks of Pre-School provision
- Display initiative and be prepared to undertake additional duties on a "one off" basis

ROOM LEADER

PERSON SPECIFICATION



ATTRIBUTE	ESSENTIAL	DESIRABLE
Qualifications and Training		
Minimum NVQ Level 3 in Early Years Childcare and Education or Early Years Children's Care, Learning and Development or equivalent	X	
Current 12-hour Paediatric 1 st Aid training		X
Basic Food Hygiene Certificate		X
Training in Communication & Language strategies (e.g., WellComm, Let's Play).		X
Knowledge of the EYFS 2025, Birth to 5 Matters, EEF guidance reports.	X	
Knowledge of young children's development and a particular breadth of understanding of the development of two-year-olds	X	
Experience		
Significant experience of working with Foundation Stage children (0-5 years)	X	
Recent experience in leading a team of early years practitioners with 2-year-olds		X
Experience and knowledge of record keeping	X	
Experience of liaising with external agencies		X
Knowledge of how to deliver and support high-quality, stimulating environment tailored to two and three-year-olds. indoors and out-	X	
Awareness of positive behaviour and emotional regulation strategies (co-regulation, restorative approaches).	X	
Knowledge of early phonics approaches (e.g., Little Wandle foundations).		X
Understanding of early maths pedagogy (e.g., subitising, early number sense).		X



ROOM LEADER

PERSON SPECIFICATION



ATTRIBUTE	ESSENTIAL	DESIRABLE
Skills and Attributes		
Ability to work unsupervised; act on own initiative and lead a room	X	
Good communication skills with both children and parents	X	
Ability to build positive relationships with children, parents and colleagues.	X	
Ability to use initiative, think ahead and respond flexibly to the needs of the setting.	X	
Passionate, nurturing, and patient, with a focus on child-led play.	X	
Resilient and capable of working under pressure.	X	
Commitment to positive pupil behaviour management	X	
Commitment to the safeguarding of children	X	
Readiness to attend meetings as required outside normal working hours	X	
Good organisational skills	X	
Recognition of the importance of supervision, reflective practice and continuous improvement.	X	
Experience in the use of digital learning journeys		X
Ability to write legible and effective records, observations and reports	X	
Willingness to undertake continuous professional development	X	
Ability to plan, prepare, lead and deliver group activities based around all areas of the Foundation Stage curriculum	X	
Experience in delivering outdoor learning		X
Able to offer positive support for children's development and well-being as they progress through the Early Years Foundation Stage	X	
Genuine enthusiasm for profession and love of children	X	



TRANBY PREP SCHOOL



At Tranby, we provide our pupils with rich and diverse learning opportunities, making the most of the outdoors and offer the highest quality of teaching and learning and pastoral care. Our early education develops our pupils and nurtures their potential, celebrates their successes and supports them wholly. A young person needs the greatest care and attention in order to nurture their personalities and build their self-confidence and from the first school years, our pupils are prepared in presentation to an audience, enterprise activities and charity.

Small class sizes allow our teachers to really know your child as an individual, to give them more attention, have greater understanding of their academic profile and allows us to support them in the best way and provide extension of their skills and knowledge so that they reach their fullest potential. Our wish for pupils is for them to be great young people; curious, hard-working, kind, to take risks and to be comfortable in themselves. Tranby is the perfect environment for an education with character - an education which inspires and challenges children and ensures that their school life is happy and fun.

Our curriculum is designed to give a wide range of experiences, with expert teachers providing bespoke subject specialisms. We look to identify each pupil's personal talent and subject passion, ensuring we maximise their potential.

Whilst being encouraged to follow their passions, we believe entirely in a broad and enriched curriculum which helps breed new enthusiasm for different subject areas. Our high expectations for all pupils are the cornerstone of developing them into life-long learners.

Being able to face challenges within each subject and overcome them are essential life lessons that will help build their resilience, develop their independence, and strengthen their growth mindset.

We take pride in our high-quality teaching of core subjects (Maths and English) but recognise the need for these skills to be transferable and applied across all areas of our curriculum. This then enhances the pupils' ability to access our equally high-quality teaching of the Humanities, Sport, and the Arts. If you would like to find out more about specific subject areas, please choose from the selection below.

At Tranby, we believe that learning should not start and stop in the classroom. Everyday life and interests are all learning opportunities, and this is something we acknowledge and whole heartedly embrace through our expansive and varied enrichment programme, known as our Extended Day.



To complement our curriculum, we welcome visitors who can offer and enlighten us with their specialist interests or experiences, helping us to broaden our horizons and see world through the eyes of others. We host inspiring activities and experiences which provide a plethora of learning opportunities throughout the academic year to allow children to enhance and embed existing interests and to develop or find new passions.

Pastoral Care is at the very heart of the School. Our aim is to create a happy, supportive, secure, stimulating and nurturing environment for all children, in which they can develop emotionally, socially, spiritually and intellectually to their full potential.

Our ethos enables children to feel confident in celebrating their successes, as well as developing those qualities that cannot be defined by academic success: interpersonal skills, leadership potential, self-awareness and mental and physical resilience. Their child's class teacher is their primary source of pastoral care, but additional support is available from all staff. The School also has access to a professional counsellor.



THE CROFT AT TRANBY



EAST YORKSHIRE

At The Croft, our aim is to give each of our pupils the best possible start in their educational journey. We foster an ethos of community and mutual respect, treating each child as an individual and celebrating every child's successes. Our child-centred Pre-School places considerable importance on child-initiated play and child led learning. This allows us to support our pupils in creatively developing their own ideas and giving them a head start in developing the vitally important characteristics of effective learning.

At The Croft we recognise the importance of providing an educational experience that goes beyond the academic. We encourage each child to find their own strengths and passions by providing high expectations and a "no limits" approach to teaching and learning. As well as daily focussed mathematics and phonics sessions, we pride ourselves on offering an inspiring and exciting curriculum. As part of our whole-child approach, we offer daily dough disco sessions to develop fine motor strength, weekly yoga sessions to improve core strength and focus, whilst we also practice mindfulness and philosophy. At this age children naturally ask questions so it is highly important that we continue to foster the growth of their curiosity and enquiring minds. Through our teaching we encourage our pupils to think critically, creatively, collaboratively and respectfully.

Being outside is very important to us and we spend a great deal of time exploring our exceptional environment. The children leave waterproofs and wellington boots in school so that we can access outside regardless of the weather. Our garden is designed especially to encourage risk taking and to promote the development of key gross motor skills. Incorporating fully immersive sand and water discovery regions, a mud kitchen, hobbit house, outdoor construction zones, climbing equipment, tracks, paths and tunnels, our Foundation Stage Outdoor Learning Area also includes a self-contained horticulture area and gated woodland experience, with safe waterside pond viewing area and fire pit amphitheatre.

To complement the learning taking place in our outstanding outdoor development, our pupils also enjoy weekly visits to our very own Forest School,

situated within our magnificent grounds. Here the children explore the wonders of the outdoors and experience the changing seasons. Curiosity and creativity are qualities we encourage, and outside in our woodland the children work together to complete a range of physical, scientific and creative challenges as well as developing their communication and language skills.

To support their work in the classroom, our pupils also take part in a range of educational visits off site, as well as welcoming in guest speakers and visitors to the Pre-School. Whether it be a visit to the local bakery to learn how to exchange money for current buns, or buying supplies at the pet shop for our Pre-School pets, we strive to provide our pupils with meaningful learning opportunities, as well as a having lots of fun!





TRANBY SENIOR SCHOOL



“Pupils are highly motivated, enthusiastic and keen to engage in discussion.”

ISI

The education we provide at Tranby is one which is ambitious and full of opportunity, opening up the mind and experience of each individual, inspiring each student to find their niche, make the most of their gifts and to thrive. It is much more than passing examinations and teaches the student that their worth as a human being is not measured simply in academic success, but gives them the confidence to take risks, tackle challenges head on and have the confidence to re-write the story if things do not go according to plan. The education we provide prepares the student for life beyond the school gates, whilst instilling in them understanding and tolerance for others and a desire to make a difference in the world.

Learning at Tranby is much more than just about passing exams, it is about developing a shared love of intellectual adventure which seeks to bring out the best in everyone. Our academic ethos is one which does not seek to put limits on what our students achieve. We look to give the students floors not ceilings, to give them roots and a safe environment in which to try themselves out. Central to this is the way in which teachers inspire the students to develop a love of learning for its own sake and look for ways to develop the students' passion for their subjects so that their intellectual curiosity is aroused, and they go well beyond what is expected by their examination courses.

PASTORAL CARE

At Tranby, we are dedicated to providing a system of pastoral care that ensures each pupil is enabled to fulfil their academic and social potential. Academic and pastoral staff work closely to ensure that every pupil feels nurtured and supported throughout their school life.

Our ethos promotes an environment of inclusivity where each and every pupil feels understood and valued as we are committed to ensuring their physical, mental and spiritual wellbeing. Pupils receive pastoral support from their form tutors, Heads of Year, the Deputy Head Pastoral and the First Aid team. The School also has access to a professional counsellor.

The care and guidance provided at Tranby aims to ensure our pupils are able to flourish and develop while being effectively supported to be self-disciplined, courteous, confident and resilient individuals.



“Pupils are kind, compassionate and extremely thoughtful.”

ISI



ENRICHMENT AND CO-CURRICULAR

Extra-curricular activities are a key part of our provision. Senior school pupils participate in three lunchtime activities every week and have a variety of options from which they can choose. Our lunchtime activities cover music, drama and arts & crafts as well as more academic and revision-based options. Pupils must commit to a particular activity for a term though many remain loyal to a particular club for years. For some it becomes a lifelong interest and passion.

The activities programme at Tranby allows pupils to broaden their experience by enjoying clubs outside their usual timetable and often, alongside pupils from different year groups. Pupils are able to share their interests with staff as well as their peers as they can request new activities via the pupil council. Taking part in the activities programme ensures that all pupils are using their time constructively at lunchtime as we enjoy a significant and well-earned break in the school day.

The music department offer a number of options over the course of the year. Year 7 pupils have their first taste of performing in the Senior School in the Year 7 choir, while the older year groups are invited to practise and perform in the Chorus. Pupils who learn a musical instrument in school are encouraged to join at least one of the groups open to them whether it be the full school orchestra or a duet or trio.

Sports activities are a crucial part of the activities programme with a range of options open to all pupils every term. Lunchtime sport activities serve to support the after-school training for the school teams but also allow all pupils to enjoy playing in a relaxed and supportive way.

CAREERS

Every young person needs high-quality careers guidance to make informed decisions about their future and this is never more important for them as it is today. Careers education, information, advice and guidance are more than just choosing a job - it is a lifelong process that is influenced by a person's interests, abilities and passion.

At Tranby, we recognise how important it is for pupils to understand and appreciate the options available to them and have the confidence and ability to pursue their own realistic pathways. By helping individuals to recognise their strengths and aptitudes, students are empowered to make their own well-informed decisions with support from the school and their parents/ carers.



“There is an excellent range of co-curricular activities.”

— ISI



“The school is highly successful in developing well-rounded, confident, skilled young people who are very well equipped for the next stage of their education.”

ISI



TRANBY

EAST YORKSHIRE

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