

## Post Title: Early Years Practitioner

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Together with our community we achieve extraordinary things

### **Position:**

**Full Time: (35 hours) Term Time Only + 5 days**

**Salary: Band 6, SCP 6-11**

**Line Manager: Early Years Teacher and Early Years Leader**

### **Introduction**

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform, and these will be taken into account when the post is reviewed.
3. The Exceed Academies Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. This Trust is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

### **Job Description**

#### **Core purpose:**

- Promoting and working within an Early Years setting, meeting the needs of the children, families and community in which it is based, in accordance with the policies, procedures and working practices of the school.
- Working as part of a team in assisting and consolidating the provision of a high-quality Early Years curriculum.
- Providing the development of varying skills that support the child's learning having full regard to his/her individual Social / Emotional / Physical / Intellectual needs.

#### **Specific**

### **Duties and responsibilities**

#### **Effort Demands**

- Work within the school policies, under the direction and guidance of senior staff and within an agreed system of supervision, making decisions using initiative where appropriate within established working practices.
- Promote positive values attitudes and good pupil behaviour dealing promptly with conflict and incidents in line with established policy.
- Use good common sense and initiative when dealing with the conduct and behaviour of individuals, groups of pupils and whole classes; the correct use and care of materials by individual and small groups of pupils; the safety, mobility (if required) and hygiene and well being of the pupils.

#### **Appleton Academy,**

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- take individual or groups of pupils, as required, for language, number, creative and play activities, giving individual attention to pupils with special needs, help prepare learning programmes and activities.
- Work to a Key Worker system to provide care and Education through the provision of stimulating enjoyable and constructive activities appropriate to the Child's age and abilities to ensure physical social emotional and intellectual development, taking into account diversity (e.g. language, culture, ability, race and religion).
- Establish good relationships and high expectations with both the children and their families, through home visits (when possible) and in a pastoral role for a group; taking account of parental concerns and deals with them sensitively under direction of the teacher where necessary.
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher to support the achievement and progress of pupils.
- Assist and support colleagues wherever required in order to ensure the smooth running of the setting and contribute to relevant meetings.

### **Responsibilities:**

- Supervise and support children at all times including school visits, trips and out of school activities. Ensure the physical needs of children are being met and maintain high standards of cleanliness and hygiene (e.g. Washing, dressing and toileting).
- Support children in their learning both inside the setting and in outdoor play areas; recognising and responding to their individual needs, ensuring all children are engaged in appropriate activities.
- Determine the need for, prepare and maintain equipment and resources including specialist resources, and help the children in their use (e.g. Outdoor or indoor play equipment; being responsible for the care of all equipment and materials within the setting).
- Be aware of and ensure that as a team member the setting meets required standards as laid down by the DFE Early Years guidance and Ofsted.
- Act as a key worker for a group of children for part of each day.
- Deal with any immediate problems or emergencies using the schools policies and procedures, liaising with the teacher where required (e.g. an injured or sick child).
- Supervise whole classes and groups in the absence of teaching staff, maintaining the planned range of activities in the classroom and/or outdoor play areas in accordance with the short term planning.
- Monitor and evaluate the children's responses to learning activities as part of the planning cycle.
- Liaise sensitively and effectively with Parents/Carers as agreed with the teacher within your role/responsibility and participate in feedback sessions or meetings (as directed by the teacher) with parents promoting the policy on parental involvement.
- Prepare accurate feedback and detailed records, recording children's physical, care and educational progress and achievements against pre determined learning objectives, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating systems as agreed with the teacher, contributing to reviews of systems as requested.
- Perform allocated tasks with limited supervision.
- Take delegated responsibility in the supervision and guidance of students on work placement, trainees and voluntary helpers.
- Provide general clerical/administration support (e.g. administer resources for agreed activities).

### **Environmental Demands/ Working Conditions**

- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.

- Report all concerns to an appropriate person.

### **Safeguarding and Compliance**

- Promote the safety and wellbeing of pupils and staff within the school
- Uphold the Academy's Policies in respect of Safeguarding and Child Protection
- Through example and line management, ensure good order and discipline is maintained among pupils and staff, and that high expectations regarding safeguarding, behaviour and attendance are communicated and adhered to

### **Management of Resources**

- Comply with the financial, health & safety, HR and other processes and procedures of the Trust
- Ensure that all the activities are conducted in accordance with all legal or statutory requirements and regulations, and that policies and procedures developed locally are consistent with best practice and recognised codes of practice
- Ensure that all resources are organised and managed to provide the best possible outcomes for pupils

### **Additional Duties**

- To work collaboratively as part of the wider Trust, with the understanding that it is one organisation working in partnership to achieve the best outcomes for all pupils
- Ensure that the participation of other staff in professional development is encouraged and that they engage actively in the performance review process
- Regularly review own practice, setting personal targets and taking responsibility for own development
- To undertake other duties and responsibilities as is reasonably directed by the Executive Headteacher or Head of School

### **CPD**

Maximise opportunities for personal development by:

- Participating in INSET opportunities, both as a participant and leader of in house INSET sessions as required
- Participating in annual Performance Management procedures, identifying and requesting INSET opportunities as necessary
- Participating in collaborative work and the sharing of best practice

### **Special Conditions of Service:**

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

### **Other Considerations**

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Lead or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

## Person Specification

	<u>Essential</u>	<u>Desirable</u>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Will hold a relevant qualification (NNEB, Level 3 NVQ in Early Years Care and Education, Diploma in Childcare Education, BTEC National Diploma in Early Years, education to graduate level)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• training in the care and education of nursery age children with recent experience in a relevant position.</li> <li>• Minimum of GCSE English and Mathematics at grade C or above (or equivalent).</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of the Early Years Foundation Stage to support children's learning and development, adjusting activities according to children's responses and needs; using specialist curricular and learning skills.</li> <li>• Experience of policy implementation in respect of health and hygiene, child protection and special needs requirement.</li> <li>• Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within deprived communities</li> <li>• Experience of working with children with speech and language delay</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• A good knowledge of the Early Years Foundation Stage Curriculum.</li> <li>• Knowledge of current and relevant guidelines and legislation and an understanding of child development.</li> <li>• Ability to work creatively to meet the needs of the families, working with parents to effect change.</li> <li>• Ability to plan activity programme to stimulate learning and development, based on observation.</li> <li>• Ability to work effectively as a member of the Early Years staff team.</li> <li>• Ability to communicate effectively with children, parents/carers and other professionals.</li> <li>• Excellent written and oral communication skills and the ability to communicate effectively at all levels.</li> <li>• Be a creative thinker with good organisational skills, have a flexible approach to working and the ability to perform under stress.</li> <li>• In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of working with pupils with complex SEN</li> <li>• Knowledge of language development</li> </ul>
<b>Commitment</b>	<p>Demonstrate a commitment to:</p> <ol style="list-style-type: none"> <li>a. Safeguarding, child protection and health and safety</li> <li>b. Equality Act 2010</li> <li>c. promoting the school's vision and ethos</li> <li>d. promoting high ethical standards</li> <li>e. relating positively to and showing respect for all members of the school and wider community</li> <li>f. on-going relevant professional self-development</li> <li>g. collaborative working</li> </ol>	

May 2025