

## Job Description

### Teachers and Support Staff

Role:	Early Years Practitioner
School:	Beckfoot Priestthorpe Primary School & Nursery
Salary/Grade:	Band 6 SCP 6 -11
Reporting to:	Senior Leadership Team and Early Years Teaching Staff

### Core Purpose of the Post:

To provide an outstanding environment where young children can thrive

### Main Duties and responsibilities:

- Support children in their learning during both indoor and outdoor provision areas, responding to their individual needs, ensuring all children are engaged in appropriate activities
- Be aware of and ensure that as a team member the setting meets required standards as laid down by Ofsted Early Years Directorate
- Deal with any immediate problems or emergencies using the school's policies and procedures
- 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
- Prepare accurate feedback and detailed records, regarding the children's educational progress
- Be responsible for keeping and updating systems as agreed with the teacher
- Perform allocated tasks with limited supervision in a calm and professional manner
- 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)
- Have excellent numeracy and literacy skills as well as excellent oral communication skills and the ability to communicate effectively at all levels

### Supervision and range of decision making:

- You will be expected to make decisions autonomously and exercise considerable initiative in performing delegated duties, dealing with all complex issues as and when arises; including those outside of established policies and procedures
- You will ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust

### Communications and working with others:

- Establish good relationships and high expectations with both the children and their families, taking account of parental concerns and deal with them sensitively under the 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

<b>Resources:</b>	
<ul style="list-style-type: none"> <li>• Operate relevant equipment/complex ICT packages</li> <li>• Manage and maintain storage of files, stock and supplies within an agreed budget, cataloguing resources and undertaking audits as required</li> <li>• Provide general advice and guidance to staff, students and others</li> </ul>	
<b>Professional development:</b>	
<ul style="list-style-type: none"> <li>• To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including a willingness to participate in occasional overnight visits</li> <li>• To under-go regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD)</li> </ul>	
<b>Other Considerations:</b>	
<ul style="list-style-type: none"> <li>• Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person</li> <li>• Contribute to the overall ethos/work/aims of the school</li> <li>• Appreciate and support the role of other professionals</li> <li>• Attend and participate in relevant meetings as required</li> <li>• Participate in training and other learning activities and performance development as required</li> <li>• To support, uphold and contribute to the development of the Trust's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community</li> <li>• May be required to undertake other duties commensurate with the grade and level of responsibilities as defined in this job description</li> </ul>	
<b>Safeguarding:</b> 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).	
<b>Intermediate Fluency Duty required:</b> In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Intermediate Threshold Level. The post holder should demonstrate: They can express themselves fluently and spontaneously with minimal effort and, only the requirement to explain difficult concepts may hinder a natural smooth flow of language.	
<b>Notes:</b> This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder. Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment. The Trust is committed 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	
<b>Date:</b>	Click or tap here to enter text.

## Person Specification

### Teachers and Support Staff

Role:	Early Years Practitioner	
	Essential Requirements	How Identified
Qualifications	<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) OR 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>	Application
Experience	<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> </ul>	Application References Interview
Training	<ul style="list-style-type: none"> <li>Willingness to participate in development and training opportunities</li> <li>Evidence of previous personal development</li> <li>Health &amp; Safety training as appropriate</li> <li>Awareness of Multi-Academy Trusts and Teaching Schools</li> </ul>	Application Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> <li>An excellent 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 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>Commitment to working in an anti-discriminatory way to ensure equality of opportunity</li> </ul>	Application Interview
Personal Circumstances	<ul style="list-style-type: none"> <li>Must be legally entitled to work in the UK (Asylum &amp; Immigration Act 1996)</li> <li>Must have the ability to be flexible and work to the requirements of a busy school and will not require holiday leave during term time</li> <li>Interest in the school's wider role in the community</li> <li>Look smart and professional at all times</li> <li>Logical, analytical, accurate, organised and be able to work under pressure</li> </ul>	Application Interview
Disposition and Attitude	<ul style="list-style-type: none"> <li>Be honest, reliable and enthusiastic.</li> <li>Enjoy hard work and act upon constructive criticism</li> <li>Be emotionally intelligent: know when to direct, when to challenge and be able to listen with awareness of others sensitivities and lead by example</li> <li>Show sensitivity and understanding</li> <li>Be happy to get your hands dirty and don't ask people to do things you wouldn't do yourself</li> <li>Enthusiastic, flexible, team player</li> <li>Desire for significant professional development</li> <li>Be a positive, cheerful role model</li> <li>Show a passion of Early Years education and child centred learning</li> <li>Be highly creative, pro-active, organised and professional</li> <li>Be articulate and communicate effectively with young children, staff, parents and outside agencies</li> <li>Be an outstanding practitioner with an excellent understanding of young children's needs</li> <li>Have high expectations and behaviour management</li> <li>Be committed to working as a team</li> </ul>	Application Interview References

	<ul style="list-style-type: none"> <li>• Excellent attendance and punctuality</li> </ul>	
Physical	<ul style="list-style-type: none"> <li>• Resilient</li> </ul>	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview