Grading

Job Description and Employee Specification

Job Title: Early years Practitioner	**Directorate**: Education, Learning and Achievement
Post Number	**Division:** Schools
Grade 6	**Business Unit/Section**

Overall Purpose of Job:

To educate and care for young children/children in the foundation stage in an early years setting for their social, emotional, mental and physical development.

Main Responsibilities:

1. To be responsible for a group of children for their early learning and care.
2. To contribute to the planning and preparation of all activities concerning the children's development.
3. To deliver planning in both direct teaching and through the setting up of activities which children self select.
4. To observe children's progress and assess their individual needs, discussing with other staff; parents/carers as appropriate.
5. To keep detailed updated pupil profiles.
6. To develop and maintain relationships with parents/carers keeping them updated on individuals needs and progress.
7. To contribute towards individual education plans.
8. To identify possible child abuse or neglect and to discuss such cases with appropriate staff members.
9. To manage small groups of children without direct contact with staff on a short term basis (in a working day).

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KNOWLEDGE, SKILLS & EXPERIENCE

- In-depth knowledge of understanding skills in relation to the Foundation Stage.
- Highly developed observational skills.
- Experience of working with young children and child development.
- Good communication skills.
- Good interpersonal skills.
- Ability to maintain confidentiality at all times.
- Knowledge of strategies which promote good behaviour and discipline through positive interaction.
- Knowledge of SEN Code of Practice.
- Ability to work on own initiative and as part of a team.
- Ability to adapt to changing situations.
- Time management and organisational skills.
- Awareness and basic knowledge of ICT in an early years environment. • Basic knowledge of child protection legislation and council procedures.
- NNEB qualification or equivalent.

Creativity and Innovation:

- To create a stimulating learning environment.
- To monitor and be responsive to the modification of strategies for specific children's learning and behaviour by making adjustments to planned activities and interventions (in conjunction with appropriate agencies).
- To communicate effectively with practitioners, other professionals and parents whenever the need arises and recognises the need to do so.
- To contribute actively to the planning and reviews of the differentiated curriculum by recommending changes based on knowledge and understanding of children's needs and responses to learning.
- To develop and create specific resources to meet the needs of individuals and groups of children.
- To work with small groups of children and on a 1 : 1 basis without direct contact with other members of staff.

Decision Making:

- Makes decisions concerning the education & development under the general guidance of other professionals.
- Recognises when it is necessary to make adjustments to planned activities in order to enable children to access the curriculum fully and make progress.
- Responds appropriately to children's attempts to communicate their needs.
- Communicates information effectively to early years practitioners, teachers, other professionals and parents whenever the need arises.
- Responds to "on the spot" incidents without direct contact with other members of staff.
- Performs on a daily basis decisions ensuring a safe environment

Contacts and Relationships:

Teachers

- contributes through the identification of learning strategies to and facilitates the planning, teaching and assessing the curriculum on a daily basis.
- Supports staff enabling continuity of provision (both supply and new employees).

Pupils

- Enables access to the planned curriculum and meets personal and social needs on a daily basis.
- Implements basic medical care as appropriate.

Senior Management of the School

- Takes part in appropriate subject or whole school meetings within boundaries of time.

Other Staff

- Works in collaboration with other staff/governors.
- Support student placements as appropriate.

Other Professionals & Educational Establishments

- Shares information about pupil progress, strategies and issues.
- Contact and liase with other educational settings/agencies as appropriate.

Parents and Carers

- Liaises with parents on a daily basis.
- Regularly updates parents on pupil progress.
- Takes part in home visits (either on own or accompanied by another member of staff).

Responsibility for Resources: (to include approximate value, sole or shared responsibility and for what percentage of their working hours)

None

WORK ENVIRONMENT

Work Demands

Continuous interruption to work programmes/planned lessons from parents, children, staff, visitors which may affect pre-determined work programmes.
Deadlines determined by school session times, teachers and Head.

Physical Demands

Movement of furniture, equipment both bulky, heavy..
Awkward postures, lifting, crouching, kneeing.
Working at low level desks/chairs etc.
Sitting on carpets during story times etc.

Working Conditions

Works both inside and outside school buildings. Exposure to moderate noise and elements.

Work Context:

Potential from risk of abuse from parents and pupils.
Risk from bodily fluids from children.
Risk to health and well being when making home visits.

Position in Organisation

Indicate how many staff the post is directly accountable for: None

Does the postholder manage the posts: No

OR

Does the postholder supervise the posts Yes

Are posts supervised in more than one location? No

Is the supervision shared with another post in the structure? Yes

***Note*:**

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. This job description is provided for guidance only and does not form part of the contract of employment.

Date of Job Description 10 June 2025

Date copy sent to Post holder …….

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POST NUMBER **JOB TITLE** **HOURS PER WEEK**

	ESSENTIAL	DESIRABLE	HOW MEASURED
EXPERIENCE	Experience in an early year's setting Experience of working in a team Experience of working in schools	Experience of working with Key Stage 1 Pupils	Application form & Interview Application form & Interview Application & Interview
EDUCATION, TRAINING AND QUALIFICATIONS	NNEB, NVQ or appropriate Qualification		Application form & Certificates

SKILLS AND KNOWLEDGE	**Written communication skills** Verbal communication Skills Interpersonal Skills ICT Skills Able to communicate effectively with children, families and carers. Understanding of child development Understanding of the importance of the role of families and carers in supporting children to achieve.		Application Form Interview Interview Application form Interview Interview Interview
	ESSENTIAL	**DESIRABLE**	**HOW MEASURED**

SKILLS AND KNOWLEDGE	Understanding of foundation stage guidance and implications for quality learning & teaching. Understanding of the importance of observation to inform practice planning & assessment. Understanding of the importance of accurate and efficient record keeping . Understanding of the importance of inclusion & SEN Code of practice. Awareness of Health & Safety Procedures		*Interview* Interview Interview Interview
PERSONAL QUALITIES	Maintain confidentiality		Application & Interview
WORKING ARRANGEMENTS			

The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes** □ **No** □ • Political restriction **Yes** □ **No**□
- The ability to speak fluent English under the Immigration Act 2016 **Yes** □ **No** □

Employee: (signed)	_____	(print)	_____	Date: _____
Manager: (signed)	_____	(print)	_____	Date: _____