

**Early Years Practitioner Job Description**

**Reports to: Head Teacher/ Deputy Head Teacher/ Classroom Teacher**

**Term Time only (39 weeks per year), 35 hours per week**

**Salary: Scale 5 Scale Point 13-15**

**Job Summary**

* To be a member of a professional team led by the class teacher/member of the Senior Leadership Team to provide quality care and education which facilitates children’s all-round development within the framework of the Early Years Foundation Stage.
* To provide a welcoming, safe and stimulating environment for all centre users
* To work in collaboration with families, colleagues and other professionals to enable children to reach their fullest potential
* To promote the ethos of Clyde Early Childhood Centre
* To share responsibility for identifying personal professional development needs and to undertake appropriate training according to the priorities of the school as identified in the School/Centre Development Plan.

**Principle Accountabilities**

To share the team’s responsibility for:

* Planning, delivering and evaluating appropriate learning experiences which promote the physical, social, emotional, cultural, spiritual, moral and cognitive development of each individual child.
* Contribute to the preparation and maintenance of a healthy, clean, stimulating, safe and aesthetically pleasing learning environment.
* Develop and maintain productive professional links with parents and carers; to liaise with other agencies working within school, LEA and the local community as agreed with the class or head teacher.
* Contribute to written reports and the overall policies and ethos of the school within the context of LEA policies and guidelines.
* To show commitment for professional development of self and others

**Plan, deliver and evaluate appropriate learning experiences that will promote the physical, social, emotional, cultural, spiritual, moral and cognitive development of each individual child.**

Main Activities and Responsibilities:

* Plan, prepare and deliver in an appropriate way the activities to be undertaken either by individual children or by groups of children, in order to deliver the Early Years Foundation Stage, both inside and outdoors
* Make written observations of children’s play, progress and behaviour, evaluating them and contributing to target setting for individual children.
* Contribute to children’s written records and termly reports as required
* Facilitate and enable children’s development, both inside and outside, through appropriate and sensitive levels of support and interaction.
* In the short term absence of the class teacher (such as for PPA, meetings etc) , take responsibility for the class with the rest of the team, and make relevant decisions as appropriate
* Meet with families, attend home visits and participate fully in the admissions procedure
* Act as a key person for a defined group of children, and take responsibility for planning developmentally appropriate activities for this group of children under the supervision of the class teacher/deputy head/head of centre
* Facilitate, enable and encourage children to:
  1. make meaningful choices
  2. develop their concentration
  3. engage in dialogue both with adults and with their peers
  4. be aware of, and thoughtful of their needs
  5. encourage and support the use of heritage languages
  6. engage in exploration, discovery and problem-solving
  7. develop a sense of awe and wonder
  8. develop competence and creativity
  9. develop self-esteem and confidence
  10. build on, develop and consolidate these skills through continued practice and learning
  11. foster children’s independence, perseverance and self-reliance
* Support children with a variety of Special Educational Needs, contributing to and delivering interventions as appropriate.
* Be aware of child protection issues, identifying and monitoring cases of suspected child abuse and reporting concerns to the designated teacher.
* Support new children admitted into school and liaise with other early years/school settings to facilitate smooth transition.
* Take small groups of children out of school to develop their communication skills and interest in the local environment.
* Participate in school outings taking responsibility for small groups of children
* Foster the children’s growth and develop independence and self-reliance, working with team members on the planning and implementation of toileting, dressing and feeding programmes where applicable.

**To contribute to the preparation and maintenance of a healthy, clean, stimulating, safe and aesthetically pleasing learning environment.**

Main Activities and Responsibilities:

* Support the children in learning to take care of resources and equipment and to help them take responsibility for putting them away tidily in the right place.
* Share responsibility for the selection, making and maintenance of resources.
* Share responsibility for the presentation of children’s work and for the compilation of interest areas and displays.
* Administer First Aid as appropriate and record actions in accordance with school policy (if trained)
* Share in making decisions and recommendations about routines, procedures and organisation of space to maximise the achievement of all children.
* Assist with housekeeping e.g. shopping for class and school if required

**To foster and maintain productive professional links with parents and carers; to liaise with other agencies working within school, LEA and the local community as agreed with the class or head teacher.**

Main Activities and Responsibilities:

* As a Key Person establish and develop a good relationship with parents, carers and families, encouraging dialogue, co-operation and partnership.
* Provide a listening ear, while maintaining confidentiality, for parents, carers and children.
* Provide a parental model for the child in the absence of the parent or carer.
* Share with the parents or carers information about the child, while recognising the legal and moral rights of the parents or carers.
* Develop strong and effective home-school links by encouraging and promoting parental involvement in a range of school activities.
* Make home visits according to the policy of the school.
* Exchange appropriate information with colleagues from other agencies, participating in sessions and visits and contributing to assessments.
* Attend and participate in case conferences and progress reviews including open day/evening meetings with parents to discuss their child ’s progress, as required by the head teacher
* To ensure that safeguarding of all children is carried out in accordance with the centre and local authority policy

**To contribute to the overall policies and ethos of the school within the context of LEA policies and guidelines.**

Main Activities and Responsibilities:

* Maintain professional relationships with colleagues, and work effectively as a member of a multi-disciplinary team.
* Actively help develop whole-school policies, and ensure their implementation.
* Attend and contribute to staff meetings, working parties and professional discussions
* Maintain good order and discipline amongst pupils in accordance with the school’s Behaviour Management Policy while on the premises, or when engaged in school activities elsewhere
* Implement the Council/School’s Equal Opportunities policy fully, and actively work to challenge disadvantage and to overcome discrimination and stereotype.
* Ensure that duties are undertaken with due regard and compliance with the Data Protection Act and other legislation.

**To show commitment for Professional Development of Self and Others**

Main Activities and Responsibilities:

* Take part in the school’s procedures for self-evaluation and programme for professional development including attending regular supervision
* Participate in training courses as appropriate for personal or whole-school development.
* Keep up-to-date with current child-care and educational issues.
* Participate in the training and support of students and volunteers as appropriate
* To participate in the Centre’s Performance Management system and work towards personal appraisal targets, as agreed with the line manager/ Head Teacher/ Head of Centre

**Additional**

* Such other minor and/or non-recurring duties, appropriate to the post, as directed.
* Keep up-to-date with best early years practice, local and national policies.
* To use and assist others in the use of information technology systems to carry out duties in the most efficient and effective manner.
* The post holder is expected to be committed to the Council’s core values of public service, quality, equality and empowerment and to demonstrate this commitment in the way they carry out their duties.
* Any other reasonable duties as requested by the Head Teacher/Head of Centre

**Person Specification**

**KNOWLEDGE**

* An understanding of the role of a nursery nurse in a nursery school.
* An understanding of child development and play in children’s learning and a working knowledge of the requirements of the Early Years Foundation Stage.
* An understanding of the importance of team work.
* An understanding and commitment to the safeguarding of children and their well-being

**APTITUDE**

* An ability to work collaboratively as part of team.
* An ability to assist in the organisation and management of a nursery learning environment
* An ability to work as part of the school’s daily organisation plan and rota system.
* An ability to be flexible and receptive to change.

**SKILLS**

* An ability to communicate effectively with children and adults
* An ability to communicate effectively both orally and in writing
* An ability to acquire new skills and undertake further training when necessary

**EXPERIENCE**

* Expertise in the nursery age range. (0 – 5 years, but in particular 2-5 years)
* Experience of and a willingness to meet the practical/physical needs of children in the nursery age range.

**GENERAL EDUCATION**

* Basic numeracy and literacy skills.
* NVQ Level 3 or equivalent qualification recognised by the CWDC for working with children within the EYFS

**PERSONAL QUALITIES.**

* Good interpersonal skills
* A commitment to good early years practice, and to working in partnership with parents and other adults.
* An interest in working with children in an urban multi-cultural and multi-faith community.
* To be flexible, and adaptable and able to remain calm under pressure
* To be supportive and approachable to children, families and other adults
* A willingness to use ICT to support children’s learning

**CIRCUMSTANCES**

* To be available for full time work during school term time.
* To be available to attend meetings after school, and to support the school in any extra curricular activities within contractual hours

**EQUAL OPPORTUNITIES**

* A commitment to implement the Council’s Equal Opportunities Policy.
* An awareness of Equal Opportunities issues.
* An understanding of the implications of Equal Opportunities Policy in relation to this post.