



Early Years Practitioner

Job Information

Reports to: Headteacher / EYFS Team Leader

Grade: RG4 (SP 11-22)

Location: School Site

Health & Safety Responsibility: Level 2

Job Purpose

The Early Years Practitioner (EYP) plays a key role in delivering high quality early education and care in line with the EYFS Statutory Framework. Working as a Key Person, the EYP supports children's learning, wellbeing, and personal development through strong relationships, effective assessment, and nurturing, playbased interactions. The postholder contributes to a safe, inclusive, stimulating setting where children thrive and safeguarding is paramount.

Safeguarding & Compliance

The post holder must follow all safeguarding, child protection, health & safety and data protection policies. An enhanced DBS check is required. Health & Safety Level 2.

- Follow all safeguarding and child protection procedures in line with Keeping Children Safe in Education (KCSIE).
- Report any safeguarding concerns immediately to the DSL or DDSL.
- Maintain professional boundaries at all times, following the Staff Code of Conduct.
- Maintain strict confidentiality and comply with GDPR and data-protection requirements.
- Be alert to signs of vulnerability, harm, neglect or unmet needs and act on concerns promptly.
- Complete any mandatory refresher training (e.g., Prevent Duty, First Aid, KCSIE) as required.
- Uphold and model the school's values, behaviour expectations and Therapeutic Thinking ethos.
- Follow emergency, lockdown, first aid and critical incident procedures as required.
- Support the school's commitment to equality, inclusion and safer working practices.
- Check school email at least weekly to stay up-to-date with safeguarding updates, operational messages and key announcements.

Key Duties and Responsibilities

Supporting Children's Learning and Development

- Act as a Key Person, developing secure, trusting relationships with a group of children and their families.
- Support learning through high-quality play, exploration, early language development, and planned learning opportunities.
- Observe children regularly and contribute to accurate assessments, next steps, and planning.
- Provide tailored support for children with SEND, additional needs, or vulnerabilities.
- Encourage independence, resilience, curiosity, and positive attitudes to learning.

Working with the Team

- Work collaboratively with teachers, early years colleagues, SENCO, and other professionals.
- Participate in planning, reflective discussions, and team meetings.
- Support colleagues with shared responsibilities and classroom organisation.
- Engage in ongoing professional development and Early Years-focused training.

Creating a Safe, Inclusive, and Stimulating Environment

- Help maintain an organised, enabling indoor and outdoor environment that supports high-quality learning.
- Prepare, set up, tidy, and reset resources to ensure activities are engaging and developmentally appropriate.
- Promote inclusive practice to ensure all children access learning opportunities.
- Support children to follow routines, understand expectations, and feel secure in the setting.
- Supervise children closely to ensure safety at all times.

Care, Personal Development, and Welfare

- Attend to personal care needs, including hygiene, toileting, and wellbeing routines.
- Support children in developing independence with self-care and daily routines.
- Provide first aid and record incidents as required.
- Respond to children's emotional needs with sensitivity, warmth, and professional judgement.

Safeguarding and Child Protection

- Follow all safeguarding procedures in line with Keeping Children Safe in Education (2024/25) and school policies.
- Be vigilant to signs of harm, neglect, or vulnerability and report concerns immediately to the DSL.
- Maintain accurate, timely records of safeguarding concerns.
- Promote a culture of safety, professional curiosity, and responsibility.
- Comply with all health, safety, confidentiality, and data protection expectations.

Partnership with Parents and Carers

- Build positive relationships with families through regular communication and Key Person responsibilities.
- Share observations, progress information, and next steps in a clear and supportive way.
- Handle sensitive conversations professionally and respectfully.
- Support smooth transitions into nursery, between groups, and into Reception.

Health, Safety, and Operational Duties

- Follow all health and safety procedures, risk assessments, and EYFS requirements.
- Support with daily operational tasks such as preparing resources, cleaning up, and organising materials.
- Assist with basic administrative tasks when required.
- Accompany children on visits, outdoor learning, and off-site activities.
- Follow emergency and accident procedures calmly and appropriately.

Gateway & Pay Progression (RG4)

Evidence for gateway reviews may include: annotated observations, assessment records, examples of adapted planning, parent communication logs, CPD/reflection notes, and feedback from supervision.

- Ownership of specific areas or groups: takes responsibility for a defined area (e.g., communication & language, outdoor provision) and/or a Key Person group, demonstrating consistent impact on children's progress.
- Leading elements of learning, care, or support programmes: confidently delivers agreed, pre-planned sequences (e.g., phonological awareness, early maths routines, nurture interventions), adapting in the moment to children's needs.
- Confident parent partnership: handles more challenging conversations with parents and carers professionally, using clear evidence from observations and next steps.
- Formal observation and assessment: produces accurate, timely observations and assessments that inform planning and demonstrate knowledge of child development and EYFS.
- Contribution to setting development: contributes ideas and reflections that shape future plans for the nursery/early years provision, including environment, routines, and curriculum enhancements.
- Level 3 professional competence: evidences practice and reflection consistent with Level 3 standards, including safe working, safeguarding vigilance, and effective teamwork.

Person Specification

Qualifications / Training

- Level 3 Early Years qualification (or equivalent).
- Paediatric First Aid certificate (or willingness to obtain).
- Good literacy and numeracy skills.

Knowledge, Skills and Abilities

- Strong understanding of the EYFS Statutory Framework (2024/25) and child development.
- Warm, positive approach to relationships with children and families.
- Ability to work as part of a collaborative team.
- Skilled at promoting positive behaviour and modelling emotional regulation.
- Confident in using technology to support communication and learning.
- Calm, reflective, solution-focused professional approach.
- Commitment to safeguarding, confidentiality, and child-centred, therapeutic practice.

Coley Values – Early Years Practitioner

At Coley Primary School, our values shape everything we do. Early Years Practitioners play a vital role in modelling these principles through their interactions, relationships, and daily practice. In the Early Years, these values come to life through nurturing, high-quality care, warm connections with families, and a commitment to helping every child feel safe, confident, and ready to learn.



Belonging

Creating a warm, nurturing environment where every child feels valued, included, and secure. EYPs help children build confidence and feel part of the school community.

Respect

Demonstrating fairness, empathy, and sensitivity in all interactions with children, families, and colleagues, fostering a culture of mutual respect.

Honesty

Communicating openly, professionally, and transparently with families and colleagues. EYPs uphold high levels of integrity in observations, assessments, and safeguarding.

Curiosity

Encouraging children to explore, investigate, and question the world around them. EYPs model curiosity through reflective practice and continuous improvement.

Courage

Approaching challenges confidently, including safeguarding concerns, behaviour needs, or sensitive conversations. EYPs advocate strongly for children's wellbeing.

Pride

Taking pride in delivering high-quality care and education and contributing positively to the Early Years environment and school community.