



Robert Owen Nursery School Early Years Practitioner (EYP) Job Description

This is a scale 5 post. The postholder must have a Level 3 qualification.
Hours: 8.00am-4.00pm/8.30am-4.30pm rota: Monday – Friday, Term Time Only

Purpose of the job: Under the direction of the class teacher and senior leaders, work collaboratively to provide high quality nursery education and care, in line with the EYFS statutory framework, which improves outcomes for all children.

Responsibilities: The EPY will demonstrate an in-depth understanding of EYFS education, care and development and, in line with the Royal Borough of Greenwich and school policies and procedures including equal opportunities, will:

School values

Hold and demonstrate the school's ethos and values (ambition, inclusion, nurture, collaboration and empowerment) in everyday practice by:

1. Supporting and valuing the 'unique child', actively seeking to recognise and understand children's home culture and being attuned to their interests and needs;
2. Having high expectations of all children, including those with SEND, supporting the identification and removal of barriers to ensure they achieve their full potential;
3. Building and maintaining respectful, trusting, supportive and positive relationships with children, ensuring that their emotional well-being is nurtured;
4. Having a commitment to collaborative working and ongoing professional development, working flexibly as part of the whole school team;
5. Being proactive in building and maintaining effective relationships with parents/carers, other staff members, governors and outside agencies for the benefit of all children.

Teaching and learning

Play a key role in creating an enabling environment inside and outside which supports children in becoming confident, resilient and independent learners by:

6. Contributing to daily planning meetings and the delivery of activities, purposeful play opportunities and educational programmes which address the needs and interests of children, accelerating their progress.
7. Observing, assessing and recording children's progress, initiating discussions about children's development and progress;
8. Supervising and supporting children's play and management of risk, knowing when to intervene and when to step back;
9. Developing children's independent learning skills and engaging them in high quality interactions which respond to their needs and move learning forwards;
10. Contributing to the formulation, implementation and review of Personalised Learning Plans (PLPs) and care plans;
11. Delivering interventions which accelerate children's progress, making connections between these and general classroom provision;

12. Preparing and adapting resources, and supporting administration tasks and displays.

Children's health and well-being

Ensure children are safe, happy and secure by:

13. Being a key person for assigned children - the person who knows these children best and takes responsibility for their well-being;
14. Building and maintaining positive relationships and attachments with children which contribute to their emotional well-being and general development;
15. Contributing to identifying and supporting children whose progress, development or well-being is affected by changes or difficulties, and knowing when to refer to others;
16. Contributing to ensuring a safe environment, identifying and managing potential risks, and following the school's safeguarding policy;
17. Supporting children with their self-care, providing intimate care;
18. Promoting the Robert Owen Promise and consistently setting, modeling and reinforcing high expectations of all children, supporting them to resolve conflict;
19. Supporting children in developing their independence and healthy eating during meal and snack times;
20. Acting as a first aider, administering and recording first aid in accordance with school policies;

Communicating and working with others

Recognise and respect the contributions that colleagues, parents/carers and outside agencies can make to the development and well-being of children by:

21. Being pro-active in building and maintaining effective relationships with the whole school community and visiting professionals;
22. Pro-actively involving parents/carers in their child's progress, undertaking home visits, making daily informal contact, completing observations, keeping records, and attending and leading review meetings as appropriate;
23. Maintaining confidentiality, sharing sensitive or personal information about children and their families only with those colleagues who need to know.

Professional development

Demonstrate a commitment to your own professional development and that of others by:

24. Evaluating your own performance and being committed to improving effective and informed practice through appropriate professional development, including attending training and INSET days and keeping abreast of legislative changes and best practice;
25. Acting upon advice and feedback and being open to coaching and mentoring;
26. Supporting and training other support staff as appropriate.

Other

27. Covering for teachers during short term absences as required;
28. Assisting with any other duties of a similar level of responsibility as directed by the Headteacher.

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