

Goresbrook School

Job Description

Post: Early Years Practitioner
Responsible to: EYFS Lead

Main purpose of the post:

To work as part of team, planning and organising activities and experiences for a group of children aged between 2 and 5 years to facilitate their all-round development, enabling them to reach their full potential.

Specific duties:

Pupil Learning

To create and secure a commitment to learning which enthuses pupils and motivates them to do well through:

- To promote the philosophy of 'learning through play'.
- To work within the Early Years Foundation Stage curriculum framework.
- To plan prepare and participate in a range of activities that promote each child's physical, intellectual, and emotional needs to enable each child to reach their full potential.
- To participate in creating a child's learning journey using Tapestry online journal.
- To implement activities which encourage linguistic and social interaction between the children and other adults.
- To communicate with parents/carers about the day-to-day needs of the children by fostering parental involvement and encouraging positive parenting skills.
- To help children acquire self-help skills including dressing, feeding, toilet training, and an awareness of personal hygiene.
- To attend staff and department meetings as appropriate.
- To help ensure that the nursery meets safety and hygiene requirements and to report any issues to a senior member of staff.
- To be aware of and comply with the school Safeguarding Policy, confidentiality, procedures, and other Whole School and EYFS policies.
- To keep up to date with the developments in childcare and parent education through regular training as appropriate.

Professional Development and Staff Support

- Participating in regular training and professional development, including weekly coaching.
- Working alongside other staff in the classroom to develop effective practices and approaches
- Supporting in-house research into the effectiveness of different classroom techniques and approaches.
- Assisting in the collaborative partnerships with other staff training.
- Providing or receiving mentoring and coaching as and when appropriate.
- Participating in performance management and quality assurance procedures.
- Maintaining regular communication with other staff through meetings, electronic messaging, personal contact et al.
- Supporting effective teamwork and good relationships between all staff.
- Participating in reviews of progress and recommendations for improvements, thus contributing to the Self Evaluation and Action Plan.

Community

Under the direction of the SLT:

- Reporting on the progress of each pupil in regular reports to parents and others.
- Meeting with parents and others to discuss the progress and development of their child.
- Developing effective links with the wider learning community to enhance the quality of teaching and learning.

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To promote actively the school's Policies & Procedures
- To continue personal development as agreed
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- To undertake any other duty as specified not mentioned in the above
- To comply with the school's procedures concerning safeguarding and to ensure that training is accessed

Culture

- Support the school's values and ethos by contributing to the development and implementation of policies practices and procedures.
- Help create a strong school community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Help develop school culture and ethos that is utterly committed to achievement.
- To be active in issues of pupil welfare and support.
- Support and work in collaboration with colleagues and other professional in and beyond the school, covering lessons and providing other support as required.

This document is considered to provide an outline of the areas that this role involves. This document does not preclude the post holder developing systems and structures not specifically mentioned but related to his/her broad areas of responsibility. The roles outlined above are indicative and do not preclude anything else which may be reasonably requested commensurate with the post held and duties undertaken. Employees will be expected to comply with any reasonable request from a line manager or senior member of staff to undertake work of a similar level that is not specified in this job description. The role outlined relates to the preschool provision at Goresbrook but may involve movement to alternative EYFS provision at any time.

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Person Specification

Post: Early Years Practitioner
Responsible to: EYFS Lead

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	• Full and relevant Level 3 Early Years Educator qualification (or equivalent). • Up-to-date Paediatric First Aid qualification (or willingness to complete upon appointment). • GCSE (or equivalent) in English and Maths (Grade 4/C or above).	• Prepared themselves for the post through appropriate professional development • Working towards or willing to complete a Level 5 Early Years Lead or EYFS Apprenticeship. • Evidence of continued professional development. • Experience mentoring or supporting other practitioners.
SKILLS & EXPERIENCE	• Experience of leading a room or key group for children aged 2–3 years. • Strong understanding of EYFS and child development. • Excellent communication and interpersonal skills. • Have a relentless focus on high standards • Work on their own initiative and be part of a team • See tasks, plans and ideas through to completion • Assimilate information quickly and prepare helpful summaries • Communicate effectively in a wide variety of forms to a range of audiences • Use emotional intelligence to manage change effectively	• Undertake complex, problem solving tasks such as data analysis
ATTITUDES	• Value the education of every pupil as equally important • Be committed to equal opportunities • Believe in pupils' entitlement to a broad, balanced and meaningful education • Be committed to high quality in all aspects of their work • Reflective, coachable and proactive in seeking improvement. • Have an understanding of school systems, timetabling, data tracking for pupils, development, planning and implementation • Commitment to personal development and growth	• Desire to thrive in a culture of active support and challenge. • Understand and practise the principles of change management



QUALITIES	• Live the values of 'growth, belief, team' • A highly professional approach to their work • The ability to thrive in a 'no excuses' culture • Great energy, enthusiasm and hope • A real drive to make things happen • A passionate desire to make a difference • Good sense of humour	• The desire for further career progression
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