

## Job Description

**Post Title:** Early Years Practitioner

**Contract:** Permanent, Term-Time Only

**Line Manager:** Early Years Lead/Headteacher

**Pay Range/Grade:** Band 7, SCP11 – SCP17

**Location:** Holybrook Primary School

**Hours of work:** 35 hours per week

### Purpose of the Role:

Promoting and working within an Early Years setting, meeting the needs of the children, families and community in which it is based, in accordance with the policies, procedures and working practices of the School. Working as part of a team in assisting and consolidating the provision of a high-quality Early Years Framework.

### Supervision and Guidance:

- To work under the instruction and guidance of the Early Years Lead/teaching and senior staff.

### Supervisory Responsibilities:

- Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the post holder is working with.

### Decision Making:

To make decisions using initiative within established working practices and procedures. The post holder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individuals, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and wellbeing of the pupils.

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## **Key Responsibilities:**

### **Support for Pupils:**

- Provide a safe, nurturing, and inclusive environment for children.
- Use and develop specialist curricular and learning skills and experience of the Early Years Foundation Stage to support children's learning and development, adjusting activities according to children's responses and needs.
- Supervise and support children at all times, including school visits, trips and out of school activities. Ensure the physical needs of children are being met and maintain high standards of cleanliness and hygiene (e.g. washing, dressing and toileting).
- Support children in their learning both inside the setting and in outdoor play areas; recognising and responding to their individual needs, ensuring all children are engaged in appropriate activities.
- Act as a key worker for a group of children for part of each day.
- Develop creative solutions, use good common sense and initiative when dealing with the conduct and behaviour of individuals, groups of pupils and whole classes; the correct use and care of materials by individual and small groups of pupils; the safety, mobility (if required) and hygiene and well-being of the pupils.
- Work to a Key Worker system and be able to give direction and specialist advice to provide care and Education through the provision of stimulating enjoyable and constructive activities appropriate to the child's age and abilities to ensure physical social emotional and intellectual development, taking into account diversity (e.g. language, culture, ability, race and religion).

### **Support for the Teacher:**

- Supervise whole classes and groups in the absence of teaching staff, undertake the planning for this supervision whilst maintaining good order, the planned range of activities in the classroom and/or outdoor play areas in accordance with the short-term planning whilst keeping the children engaged.
- Monitor and evaluate the children's responses to learning activities as part of the planning cycle. Where necessary be able to provide advice and guidance on further ways to improve learning.
- Prepare accurate feedback and detailed records, recording children's physical, care and educational progress and achievements against pre-determined learning objectives, ensuring the availability of appropriate evidence.
- Contribute to and formulate reports regarding children's progress.
- Be responsible for developing and updating systems as agreed with the teacher, contributing to reviews of systems as requested.
- Perform allocated tasks with limited supervision, using professional discretion when required.
- Handle small amounts of cash, or cheques as directed by the teacher.
- Provide creative clerical/administration support (e.g. administer resources for agreed activities).
- Determine the need for, prepare and maintain equipment and resources including specialist resources, and help the children in their use (e.g. outdoor or indoor play equipment; being responsible for the care of all equipment and materials within the setting), sourcing and suggesting new resources where needed

### **Support for the School:**

- Take delegated responsibility in the supervision and guidance of students on work placement, trainees and voluntary helpers.
- Deal with any immediate problems or emergencies using the School's policies and procedures, supporting colleagues and liaising with the teacher where required (e.g. an injured or sick child).
- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Head of School.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy, developing new solutions where required.
- Work within the School policies, under the direction and guidance of senior staff and within an agreed system of supervision, making decisions using initiative where appropriate often outside established working practices

### **Support for the Curriculum:**

- Be aware of and ensure that as a team member the setting meets required standards as laid down by Ofsted Early Years Directorate.
- Support the development of children's skills in line with the Early Years Foundation Stage (EYFS) framework.

### **Working in Partnerships with Parents/carers and external agencies:**

- Internal contact with staff at all levels across the school and Trust, Parents/Carers, Governors, Community Groups, Social Services, Police, Local Education Authority, Contractors and External Agencies.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions or meetings (as directed by the teacher) with parents promoting the policy on parental involvement as well as suggesting ways to improve parental involvement.
- Establish, develop and promote constructive relationships and communicate with other agencies/professionals in liaison with the teacher to support the achievement and progress of pupils.

### **Maintaining Professional Competencies:**

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.



### **Safeguarding and Compliance:**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Safeguarding the welfare of pupils and reporting any concerns to the Deputy Headteachers and/or Headteacher.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- Promote the safeguarding of all pupils in the school.

### **Management of Resources:**

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

### **Intermediate Threshold Fluency Duty Required:**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential / Desirable	Method of Assessment
<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>• Will hold a relevant qualification at level 3 or above</li> <li>• GCSE English and Mathematics at grade C or above (or equivalent)</li> </ul>	E E	Application and interview
<p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• Experience of the Early Years Foundation Stage to support children’s learning and development, adjusting activities according to children’s responses and needs; using specialist curricular and learning skills.</li> <li>• Experience of policy implementation in respect of health and hygiene, child protection and special needs requirement</li> </ul>	E  D	Application and interview
<p><b>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</b></p> <ul style="list-style-type: none"> <li>• Have an in depth knowledge of the Early Years Foundation Stage Curriculum.</li> <li>• Excellent knowledge of current and relevant guidelines and legislation and an understanding of child development.</li> <li>• Ability to work creatively to meet the needs of the families, working with parents to effect change.</li> <li>• Ability to plan activity programmes to stimulate learning and development, based on observation.</li> <li>• Ability to work effectively as a member of the staff team.</li> <li>• Ability to communicate effectively with children, parents/carers and other professionals.</li> <li>• Commitment to working in an anti-discriminatory way to ensure equality of opportunity.</li> <li>• Excellent written and oral communication skills and the ability to communicate effectively at all levels.</li> <li>• Be a creative thinker with good organisational skills, have a flexible approach to working and the ability to perform under stress.</li> <li>• Can use ICT effectively to support learning.</li> <li>• Ability to report, record and interpret information.</li> </ul>	E E E E E E E E E E E	Application and interview
<p><b>PERSONAL QUALITIES</b></p> <ul style="list-style-type: none"> <li>• Ability to relate well to pupils and adults.</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</li> <li>• Ability to remain calm under pressure.</li> <li>• Demonstrate good co-operative, interpersonal and listening skills.</li> <li>• Demonstrate a commitment to working with children of the relevant age.</li> <li>• Flexibility and willingness to accept change.</li> <li>• Willingness to share expertise, knowledge and experience.</li> <li>• Ability to self evaluate learning needs and actively seek learning opportunities.</li> <li>• Ability to work proactively and independently using own initiative.</li> </ul>	E E  E E E  E E E E	Application and interview

<ul style="list-style-type: none"> <li>• Ability to organise, lead and motivate self and others.</li> <li>• Ability to work independently and as part of a team to deliver identified learning outcomes.</li> <li>• Constantly improve own practice/knowledge and learning from others.</li> <li>• Ability to prioritise conflicting demands and procedures.</li> </ul>	E E E E	
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

**Signature of post holder** \_\_\_\_\_ **Date** / /

**Signature of Chief Executive Officer** \_\_\_\_\_ **Date** / /

