

## Job Description

<b>Job Title</b>	Early Years Practitioner
<b>Grade</b>	2020 Scale 5 (Band 3 (mid))
<b>Reports to</b>	Headteacher, Nursery/Class Teacher
<b>Responsible for</b>	To work in partnership with class teachers to support social, emotional, educational and welfare needs of nursery/early years children in line with early years goals, codes of practice and school policies and procedures.
<b>Liaison with</b>	Nursery/Class Teacher
<b>Job Purpose</b>	To work in partnership with class teachers to support social, emotional, educational and welfare needs of nursery/early years children in line with early years goals, codes of practice and school policies and procedures.
<b>Principal Accountabilities</b>	<ul style="list-style-type: none"><li>• Provide a stimulating, educational and safe environment for children in which they can develop to their full potential</li><li>• Supervise pupils in their activities, at play and at mealtimes</li><li>• Having line management responsibility for other staff (LSAs)</li></ul>
<b>Duties</b>	<ul style="list-style-type: none"><li>• Establish positive relationships with pupils and their parents/carers</li><li>• Promote positive pupil behaviour in line with school policies and help keep pupils on task</li><li>• Interact with, and support pupils, according to individual needs and skills</li><li>• Provide support to pupils with particular learning, behavioural, communication, social, sensory or physical difficulties, have knowledge and make use of appropriate equipment/resources.</li><li>• Promote the inclusion and acceptance of children with special needs ensuring access to activities through appropriate clarification, explanation and resources</li><li>• To assist in planning and evaluation of activities with the teacher, providing feedback to the teacher on pupil progress and behaviour</li><li>• Monitor and record pupil activities, progress and development</li><li>• Assist with assessments and IEPs</li><li>• To support learning and development by arranging/providing resources for lessons/activities under the direction of the teacher</li><li>• Attend parents evenings/meetings and provide information to parents, under the direction of the teacher, regarding their child(ren)</li><li>• Be involved in interviews/induction for new children</li><li>• Assist pupils with snack/meal times, including preparation of food, assisting with eating and clearing up as appropriate</li><li>• To attend to pupils' personal needs including help with social, personal hygiene, welfare and health matters, including minor first aid</li></ul>

	<ul style="list-style-type: none"> <li>• Escort pupils to their parents/carers at end of session</li> <li>• To assist with the preparation, maintenance and control of stocks of materials and resources</li> <li>• Liaise with other staff and provide information about pupils as appropriate</li> <li>• To assist with the display and presentation of pupils' work</li> <li>• To assist with escorting pupils on educational visits</li> <li>• To assist the teacher with training of student NNEBs</li> <li>• To understand and apply school policies in relation to health, safety and welfare</li> <li>• Attend relevant training and take responsibility for own development</li> <li>• Attend relevant school meetings as required</li> <li>• To respect confidentiality at all times</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>• To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</li> <li>• To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</li> <li>• Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</li> <li>• The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.</li> </ul>

Signed: \_\_\_\_\_

Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Early Years Practitioner

General heading	Detail	Examples
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Successful recent experience working with nursery/early years children. NNEB or equivalent. Good general standard of education. EITHER Qualification/completed training in relevant communication system e.g. Braille. BSL OR Line management experience
	Knowledge of relevant policies and procedures	First aid qualification. Knowledge of child development. Knowledge of Foundation Stage Curriculum. Knowledge of assessment techniques for young children. Understanding of child protection policies and procedures.
	Literacy	Good literacy skills
	Numeracy	Good numeracy skills
	Technology	Ability to uses equipment e.g. photocopier, specialist equipment e.g. for technicians, IT packages etc.
<b>Communication</b>	Written	Ability to write detailed reports.
	Verbal	Listening Skills Ability to exchange information clearly with children and adults Ability to express own views and opinions.
	Languages	Able to support pupils with specialist communication or language skills
	Negotiating	Ability to consult effectively with children and adults Ability to motivate, encourage and empower children and staff
<b>Working with children</b>	Behaviour Management	Understand and implement school behaviour management policy. Ability to manage groups of children, ensuring pupils remain on task.
	SEN	Understand and support the differences in children and respond appropriately.
	Curriculum/School organisation	Working knowledge and experience of implementing the national curriculum and other learning programmes
	Child Development	Understanding of different developmental stages and the impact of experience on these developments Understand the way in which play and games can support child development
	Health & Well being	Understand and promote the value of emotional and physical wellbeing in children and staff. Take responsibility for own wellbeing

<b>Working with others</b>	Working with partners	Ability to forge networks and links with internal and external partners
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults. Able to use appropriate communication styles Ability to build open and honest relationships.
	Team work	Able to lead a team Ability to work independently Know when and how to seek support Knowledge of own position within a team environment and the boundaries which apply.
	Information	Ability to record and report observations in an appropriate manner. Ability to distinguish between opinion and fact. Able to follow and give instructions
<b>Responsibilities</b>	Organisational skills	Ability to be proactive and initiate action
	Line Management	Ability to manage and support the work of others
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve problems independently
<b>General</b>	Equalities	Demonstrate commitment to treating all people fairly
	Health & Safety	Good understanding of Health and Safety
	Child Protection	Understand what is meant by safeguarding and the different way in which children can be harmed Understand and comply with children protection procedures
	Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Evidence of continual professional development.