

Prime7

Multi Academy Trust



Job Description and Person Specification

Early Years Practitioner

Prime7 MAT is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Salary: Grade G – Point 12 = £11.70 per hour –Actual Annual Salary £20459

Hours: 40 hours per week – Term Time Only (38 weeks per year)

Contract type: Permanent

Reporting to: Head of School

Main purpose

- As an Early Years Practitioner, you will work as a key person to provide safe, high-quality education and care for young children, which meets the individual needs of children attending the setting.
- Promote pupils' independence, self-esteem and social inclusion.
- As an After School Club Leader, you will provide a safe and stimulating environment for children to enjoy.

Duties and responsibilities

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)

- To assist with the planning of the curriculum, implementing all areas of the Early Years Foundation Stage (EYFS) for guidance and planning learning opportunities and experiences that create a vibrant and challenging environment.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Offer a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance
- Use ICT skills to advance pupils' learning
- Direct the work, where relevant, of other adults in supporting learning

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Prepare the classroom for lessons
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- Keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

The EYFS T/A will be required to follow school policies and the staff code of conduct.

Please note this is illustrative of the general nature and level of responsibility of the role, not a comprehensive list of all tasks that the TA/HLTA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> ➤ Minimum of Level 3 Qualification in Early Years Education and Care ➤ Paediatric First-aid training, or willingness to complete it
Experience	<ul style="list-style-type: none"> ➤ Experience working in a school environment or other educational setting in EYFS ➤ Experience working with children / young people ➤ Experience planning and delivering learning activities ➤ Experience of planning and leading teaching and learning activities

<p>Skills and knowledge</p>	<ul style="list-style-type: none"> ➤ Good literacy and numeracy skills ➤ Good organisational skills ➤ Ability to build effective working relationships with pupils and adults ➤ Skills and expertise in understanding the needs of all pupils ➤ Knowledge of how to help adapt and deliver support to meet individual needs ➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils ➤ Excellent verbal communication skills ➤ Active listening skills ➤ The ability to remain calm in stressful situations ➤ Knowledge of guidance and requirements around safeguarding children ➤ Good ICT skills, particularly using ICT to support learning ➤ Understanding of roles and responsibilities within the classroom and whole school context ➤ Understanding of effective teaching methods ➤ Knowledge of how to successfully lead learning activities for a group or class of children ➤ Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support ➤ Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
<p>Personal qualities</p>	<ul style="list-style-type: none"> ➤ Enjoyment of working with children ➤ Sensitivity and understanding, to help build good relationships with pupils ➤ A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding pupil's wellbeing and equality ➤ Resilient, positive, forward looking and enthusiastic about making a difference ➤ Capacity to inspire, motivate and challenge children and young people ➤ Good sense of humor