

ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

Job Accountabilities

Job Title: Early Years Practitioner	Job number:
Directorate: EDUCATION	Unit: Maidenhead Nursery School
Section: EYFS	Grade / Salary Range Offered on experience and qualifications

JOB PURPOSE

To plan, assess and support the development of children's learning in the classroom.

SCOPE OF JOB

Contacts – school staff, parents and outside agencies related to children

Decision making – Responsible for contributing to the EYFS planning and assessment

Physical demands – Lifting of resources and equipment and moving children safely

Mental demands – Maintaining and recording information on EYFS pupils' Records of Achievements

Emotional demands – Dealing with anxious parents/upset children

JOB ACCOUNTABILITIES

Under the direction of the Executive Headteacher, Deputy Headteacher and Teacher in the classroom

1. To support the development of effective teamwork to ensure the school's values are promoted and maintained.
2. Provide support to ensure all children are cared for in a happy, safe environment in accordance with the principles of the EYFS.
3. Assist in promoting inclusion in accordance with the EYFS and school aims through the development of the seven areas of learning, including early literacy and early numeracy skills, independent learning and self esteem.
4. Assist and support Early Years teachers to plan and prepare activities to meet the needs of individuals and groups of children.
5. To assist the EYFS team in preparing and maintaining an accessible and effective learning environment for pupils, both inside and out.
6. Show eagerness and enthusiasm to engage with children, guiding and supporting them in their learning journey.
7. Assume some key person responsibilities for individuals and groups of children.
8. Responsibility of monitoring and assessing children
9. Reinforce the school's expectations relating to the behaviour management policy.
10. Create and maintain children's Learning Maps.

11. To assist in developing community awareness within the EYFS and school wide, promoting a multicultural approach.
12. To provide a service that respects children's' life experiences and celebrates diversity in terms of language, culture, ability, race and religion.

TASKS

1. To assist in the management of a caseload of children under the direction of the Executive Headteacher and Deputy Headteacher in order that performance indicators and standards are adhered to.
2. Provide personalised support and intervention to children in accordance with identified learning objectives, principles of inclusion and specific recommendations, to enable skill and concept development.
3. To assist in recording the planning, intervention and outcomes for individual children
4. To assist in contributing to children's assessments through spoken and written reports based on observations.
5. To assist the teachers in the implementation of the termly, weekly and daily programme for all children in accordance with their next steps.
6. Be aware of the appropriate EYFS curriculum; share with other staff the responsibility for its successful delivery.
7. To contribute to the health and well-being of children through provision of support for risk assessments and observations related to equipment / assistive devices and learning environments as well as through establishment of positive relationships with children informed by an awareness of health and emotional needs.
8. To evaluate and produce resources relevant to individual pupil needs.
9. To attend regular staff meetings and participate in relevant training sessions which may take place across the federation.
10. To advise and support pupils with EAL, responding to diverse individual learning needs, overcoming potential barriers to learning, to ensure increased opportunity throughout the school.
11. To build and maintain a working partnership with parents, carers and other professionals, retaining confidentiality at all times.
12. As a key person - to meet with parents regarding their child's progress
13. Where appropriate to support training of other team members to ensure that children's learning experiences are relevant and purposeful.
14. Work closely with other members of staff across the federation.

Person specification

Key Criteria	Essential	Desirable	How measured
Qualifications and training	• Good standard of education to GCSE level coupled with a relevant Level 3 qualification in Early Years Education. • Evidence of on-going training and development within the sector.		• Application Form
Competence summary (knowledge, skills, abilities, experience)	• Sound knowledge and broad experience of working in a relevant Early Years setting. • Able to demonstrate a sound knowledge of the Early Years Foundation Stage Standards and their application within an Early Years setting • The ability to communicate effectively at all levels with children, staff, parents and other visitors. • Practical experience of planning and assessing appropriate stimulating play activities and opportunities for children with a range of abilities. • The ability to enthuse, motivate and stimulate all children and adults involved within the setting. • Ability to work on own initiative and prioritise tasks in	• Experience working with children or young people with English as an Additional Language or other additional requirements.	• Application Form • Interview • References

	order to ensure the smooth day to day operation of the Early Years setting. • Good interpersonal skills and the ability to relate well to very young children. • Excellent organisational skills and the ability to work as team member and to assume increased responsibility for the teaching and learning in the absence of the Early Years Coordinator. • Willingness to attend and participate in any induction, training and team meetings determined by the Assistant Headteacher		
Other requirements		• Up to date knowledge and training in paediatric first aid.	• Application Form

Post holder's signature _____

Name _____ **Date** _____

Manager's signature _____

Name _____ **Date** _____

Effective date _____