



# Job Description & Person Specification

## Early Years Practitioner

|                         |   |
|-------------------------|---|
| <b>Job Title:</b>       | Early Years Practitioner  |
| <b>Scale:</b>           | Scale 3, Points 4 - 5   |
| <b>Responsible to:</b>  | Headteacher   |
| <b>Responsible for:</b> | Providing particular and skilled support to students with severe learning, communication, social, sensory or physical difficulties. |

|                                       |  |
|---------------------------------------|--|
| <b>Job Purpose:</b>                   | <ul style="list-style-type: none"><li>• To work in partnership with class teachers to support learning in line with the national curriculum/ EYFS Framework, code of practice and school policies and procedures. To provide support to students across the school or support students with severe learning, communication, social, sensory and physical difficulties</li></ul>  |
| <b>Duties &amp; Responsibilities:</b> | <ul style="list-style-type: none"><li>• To accelerate pupil progress by giving learning-based feedback</li><li>• Working with an individual under the direction of teaching staff.</li><li>• Implement planned learning activities/teaching programmes as agreed with the teacher adjusting activities according to pupils' responses as appropriate.</li><li>• Assist a pupil throughout the day, including break-time and lunch-time supervision and support, facilitating games and activities</li><li>• To assist a pupil with eating, dressing and hygiene, as required, whilst encouraging independence</li><li>• Establish positive relationships with the pupil/pupils.</li><li>• Support the pupil/pupils with making rapid progress.</li><li>• Promote positive pupil behaviour in line with school policies and help keep the pupil on task.</li><li>• Interact with, and support the pupil, according to individual needs and skills.</li><li>• Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources.</li><li>• Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour.</li><li>• Monitor and record pupil activities as appropriate writing records and reports as required.</li><li>• Provide feedback to the pupil in relation to attainment and progress under the guidance of the teacher.</li><li>• To support learning by arranging/providing resources for lessons/activities under the direction of the teacher.</li></ul> |



|                 |   |
|-----------------|---|
|                 | <ul style="list-style-type: none"><li>• To attend to the pupils' personal needs including help with social, welfare and health matters, including minor first aid.</li><li>• To assist with the preparation, maintenance and control of stocks of materials and resources.</li><li>• Assist with the development and implementation of EHCPs.</li><li>• Liaise with other staff and provide information about the pupil as appropriate.</li><li>• To assist with the display and presentation of pupil work.</li><li>• To assist with escorting the pupil on educational visits.</li><li>• Follow the schools safeguarding policy and procedures</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><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 and 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>• Encourage the inclusion of students in a mainstream setting by using positive behaviour management techniques designed to develop the students' ability to behave appropriately.</li><li>• Meet with parents and carers as part of maintaining positive relationships and the full implementation of the school's values and ethos</li><li>• To promote the School's values, positive attitudes and good pupils behaviour, dealing promptly with conflicts and incidents in line with establish policy and procedures, encouraging pupils to take responsibility for their own behaviour</li><li>• To supervise pupils on visits, trips and out-of-school activities as required</li><li>• To support playground/breaktime/lunches and lunchtime play supervision within employed hours</li><li>• Administer first aid as appropriate</li><li>• Maintain vigilance regarding Safeguarding and Child Protection</li><li>• Be aware of and comply with policies and procedures relating to Child Protection, safeguarding, confidentiality and data protection, reporting all concerns to an appropriate person in a timely and proactive manner</li></ul> |
| <b>General:</b> | <ul style="list-style-type: none"><li>• Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager.</li><li>• Comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace.</li><li>• Comply with Data Protection Act 2018 and GDPR requirements in all working practices maintaining confidentiality, integrity, availability, accuracy, currency, and</li></ul>   |



|  |   |
|--|---|
|  | <p>security of information as appropriate. Take personal responsibility for all personal data within own working environment.</p> <ul style="list-style-type: none"><li>• Ensure that all duties and services provided are in accordance with the Trust's Equality &amp; Diversity Policy.</li><li>• Bridge Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All Staff are expected to confirm they have read and understood KCSIE part one, annually each September.</li></ul> |
|--|---|

## PERSON SPECIFICATION

| Criteria                  | Qualities   | Essential/<br>Desirable                   |
|---------------------------|---|---|
| Qualifications & Training | GCSEs or equivalent at least C/4 grade in English & Maths.<br>At least NVQ level 2<br>First Aid Qualification.<br>Evidence of further study<br>Accreditation or qualification in Special Educational Needs<br>Essex Steps/Trauma Perceptive Practice trained  | E<br>E<br>D<br>D<br>D<br>D                |
| Knowledge & Experience    | Recent experience of working in a primary school.<br>Familiarity with current national initiatives and developments in curriculum and SEND<br>Awareness of how and why learning takes place, teaching and learning sequences and meeting the needs of pupils with Special Educational Needs and Disabilities<br>Particular knowledge or experience of meeting the needs of pupils with a diagnosis of ASD or ADHD<br>Proven track record in successfully working with pupils with additional needs<br>Experience of working with pupils 1:1 or in small groups<br>Experience of enabling pupils to achieve through implementing specific programmes/particular practice, working in collaboration with other staff and outside agencies<br>To have supported pupils in a specialist setting | E<br>E<br>E<br>E<br>E<br>E<br>E<br>E<br>D |
| Skills and attributes     | Outstanding practitioner<br>Excellent oral and written communication skills<br>Positive Handling training/accreditation or similar<br>Good ICT skills   | E<br>E<br>D<br>D                          |
| Personal qualities        | Ability to motivate and engage pupils with their learning<br>Flexibility<br>Sensitivity towards others<br>Self-motivated  | E<br>E<br>E<br>E                          |



|       |   |                       |
|-------|---|-----------------------|
|       | Takes initiative<br>Resilience<br>Adaptability<br>Reliability and integrity<br>Supportive of the values and ethos of Richard de Clare Community Academy   | E<br>E<br>E<br>E<br>E |
| Other | Committed to equality and diversity.<br>Commitment to own continuous personal and professional development.<br>Committed to our Health and Safety policies and procedures.<br>Compliance to Data Protection Act 2018 and GDPR principles/<br>requirements.<br>Committed to safeguarding and promoting the welfare of children and young people. | E<br>E<br>E<br>E<br>E |

The duties above are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills, and grade. This job description will be reviewed periodically and may be subject to amendment or modification at any time after consultation with the postholder.

Last updated June 2025.