



JOB DESCRIPTION

Early Years Practitioner

Hours: 35 hrs per week TTO (Term Time Only - 39 Weeks)
Staff are expected to do one after school club which ends at 4.30pm (time in lieu).

Salary: Scale 4, Points 7-10

Line Manager: Class Teacher

Responsible to: Head of Early Years or Key Stage Leader

Core Purpose:

The Early Years Practitioner will report to the Class Teacher and Head of Early Years or Inclusion Leader and contribute to raising achievement on the campus by:

- implementing the school's ethos and aims for a high quality inclusive approach to learning in order to ensure the needs of all children are met.
- Working with campus colleagues to enable pupils to access learning in and beyond the classroom and make best progress.
- To support children with Special Educational Needs to access the mainstream provision and implement interventions to support their targets

The post holder will also be required to provide for the social and welfare needs of the pupils within the school and ensure all pupils have equal access to opportunities to learn and develop

MAIN DUTIES AND RESPONSIBILITIES

Support for Pupils

- Promote the inclusion and acceptance of all pupils
- Promote self-esteem and independence
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Develop pupil's use and understanding of language structures and vocabulary to support them to become confident and effective communicators and learners across the curriculum
- Develop learning through play in continuous provision indoors and outside in the garden
- Establish constructive relationships with pupils and interact with them according to individual needs, acting as a role model and setting high expectations
- Encourage pupils to interact with others and engage in activities led by the teacher, where possible including other children in learning and social experiences.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher
- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters , this may

include intimate care and nappy changing as part of the daily routine or specific named personal plans for children with SEND.

- Assist with the development of strategies to support individual or small groups of pupil's emotional and social development
- Understand Individual Education Plans & Behaviour Support Plans and assist to implement these under the guidance of the teacher
- Contribute to formal and informal reviews for pupils; write brief reports on targeted children as necessary
- Assist with the supervision of pupils at the beginning and end of the day and in the playground, as required; promoting appropriate behaviour and values

Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, under the direction of the teacher, to support pupils to achieve learning goals. As relationships build with the children, use increasing knowledge of strengths and challenges to create meaningful learning opportunities that you share with the teacher
- Deliver learning activities and teaching programmes adjusting activities according to pupil responses
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide regular feedback to teachers on pupils' achievement, progress, problems and reflect on barriers to learning
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Record all activity programmes that are left by therapists. Ensure these are carried out as per the recommendations
- Invigilate tests and undertake routine marking of pupils' work where appropriate
- Provide admin support e.g. photocopying, typing, filing, collecting money, administer coursework as necessary
- Undertake pupil record keeping as requested
- Accompany teaching staff and pupils on visits, trips and out of school activities as required
- Be willing and able to work with large groups of children so that the teacher can focus on individuals and small groups of children at times

Support with Parent Engagement

- Work with and under the direction of the class teacher to manage an effective home school communication system which keeps parents informed and enabled to partner in pupil's learning, for example; homework, projects, reading journals, home school behaviour reports, letters, parent meetings
- Engage with parents of pupils with SEN / medical needs to ensure the well-being of the pupil
- Develop a positive relationships with all parents of the pupils in the class to encourage resilience in the family e.g. attendance and punctuality concerns

Support for the School

- Contribute to the ethos and aims of the school

- Be aware of and comply with all policies and procedures; adhere to all safeguarding duties as specified by the school's policy
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes
- Contribute to leading an after school club
- Contribute to and attend the annual whole school exhibition and summer fair
- Set up maintain and dismantle displays
- Appreciate and support the role of other professionals
- Attend meetings and participate in training and other learning activities and performance development as required

Lunchtime Supervision

- Supervising children at playtime and lunchtime, talking to them and playing with them as appropriate
- Taking turns to supervise children while they are eating their lunch
- Sharing responsibility for the health and safety of children during playtime and lunchtime
- Helping children to develop positive relationships with one another
- Sharing responsibility to ensure that children behave well
- Organising wet play activities

Netley is committed to the safeguarding of all children, through its policies, practice and monitoring procedures. Any applicant wishing to work around children can expect to have an enhanced Disclosure and Barring Service (DBS) check and other statutory safeguarding checks. If shortlisted for an interview, your interest and motivation for working in a school setting will be explored.

This job description may be amended at any time following discussion between the Head of School and member of staff, and may be reviewed annually.

Person Specification: Early Years Practitioner

Qualifications and Experience	
Essential: <ul style="list-style-type: none"> ● Cache Level 3 (minimum) in childcare and education ● GCSE qualification in English and Maths (A-C) ● Previous experience of supporting in a class within the Early Years / Primary age range 	Desirable: <ul style="list-style-type: none"> ● Qualified to a degree level or equivalent ● First Aid training ● TEAACH, PECS or any other SEN strategy
Knowledge	
Essential: Knowledge of Health and Safety. Knowledge of child motivation techniques. Competent in the use of IT applications, including Word and emails. An understanding of issues for children with social, mental health and emotional difficulties.	Desirable: Knowledge and understanding of the new National Curriculum expectations Experience of working with children with SEND, including Autism.
Skills and Behaviours	
Essential: Are passionate and enthusiastic about working with children Ability to lead by example as a role model and motivate pupils Have excellent verbal and written literacy and numeracy skills. Have excellent interpersonal skills Ability to be proactive in recognising needs and problem solve Have the ability to work well in a team as well as act on your own initiative. A commitment to learn and willingness to undertake further professional development.	Desirable: De-escalation strategies e.g Team Teach Have a sense of humour
Equalities	
Essential: <ul style="list-style-type: none"> ● Commitment to implementing the school policies on race, gender, disability and equality, diversity and inclusion both in the curriculum and the school organisation ● Commitment to implementing safeguarding policies for children's safety and wellbeing ● Commitment to health and safety policies and procedures ● Commitment to subscribing to the values of a Rights Respecting School 	