

**Osmani Primary School**  
**Job Description**

**Name:**

**Post Title: Early Years Practitioner**

**Salary Grade: Early Years Practitioner Scale Point 12-14 (£29, 364-£30,348)**

**Section 1: Job Purpose and Accountability**

To facilitate and encourage learning which enables children to achieve high standards, to share and support the corporate responsibility for well-being, education and discipline of all children.

To provide occasional supervision of support staff, supervision of students, trainees, volunteers as appropriate.

To work as part of a team to provide a nurturing environment for the physical care of children which enables them to access the Early Years Foundation Stage curriculum and to participate in maintaining and developing contact with parents and all other relevant agencies.

All staff are ultimately responsible to the Headteacher.

Your immediate responsibility is to the Early Years Foundation Stage Phase Leader.

**Qualification Required:**

- **GCSE Maths and English (Grade A-C minimum)**

**And any one of the qualifications below:**

- Level 3 Diploma in Childcare and Education.
- Level 3 Diploma for the Early Years Practitioner.
- Level 3 Diploma in Children's Learning and Development.
- Level 3 Diploma in Montessori Pedagogy - Birth to Seven.

**Main Duties and Responsibilities:**

1. *To carry out "specified work" under the direction and supervision of a qualified teacher in accordance with arrangements made by the Headteacher.*
2. To work with the other staff to develop and implement a curriculum appropriate to the age of the children, incorporating the Foundation Stage Guidance.
3. To act as a key worker responsible for the wellbeing of key worker group children, their assessments and records.

4. To participate in maintaining and developing contact and communication with parents, primary schools, social services and all other agencies relevant to the children in the school/class/care group.
5. To share responsibilities for creating and maintaining a high quality learning and caring environment (both inside and out) with resources and facilities being developed and used to their maximum, while good health and safety standards are maintained, as directed by the teacher.
6. Together with colleagues, to identify children with special educational needs and work with the teacher to develop a curriculum and environment which is appropriate and provides for these individual needs.
7. Together with colleagues to ensure equality of opportunity enabling all children to access a full range of provision.
8. To change and clean pupils who wet or soil themselves.
9. To change the nappies of children in the phase with complex special needs.

### **Principal Accountabilities**

1. To share daily responsibility for setting up classroom/outside area displays, checking equipment and ensuring the maintenance of safe, creative and stimulating classroom environments.
2. To ensure resources, including information technology, are available and in good condition and appropriate to the needs of the children in line with the planned activities and the curriculum programme.
3. To share responsibility for planning and evaluating activities.
4. To share responsibility for supporting children and parents during the settling period.
5. Planning and implementing activities and working with groups of children during periods of self directed activities, ensuring the daily management programme is fulfilled.
6. To be responsible for key worker group children, their well being, assessments and records.
7. To be responsible for taking and maintaining registers as required.
8. Serving and supervising lunch and other refreshments as required.
9. Attention to health and safety issues at all times.
10. To change the nappies and provide intimate care for children as required.
11. To be responsible for regular observation, recording and reporting of children's progress.
12. Maintaining regular contact with parents about the school's view of their children's progress and passing on advice to parents about their child and child development issues.
13. Regular liaison and consultation with other professionals and agencies about children in school with regard to SEN issues, child protection and the general welfare of the children. Together with teaching staff, complete official records as required and ensure Child Protection and Inclusion Policies are fully adhered to.
14. Participating in support and training of students, including student nursery nurses, trainee teachers, students, work experience placements, nurses, etc as required.
15. To help support the school programme for parental and community involvement including undertaking home visits (accompanied by another member of staff), outreach work, placement visits and contract meetings, during contracted hours.

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16. Participating in the School Conference and writing the School Development Plan, teaching, record keeping, and whole school development.
17. Attending and participating in INSET and INSET days.
18. Attending and participating in relevant training, during contracted hours, and sharing the knowledge and ideas gained with colleagues in the nursery/
19. Providing emergency First Aid and dealing with emergencies as required.
20. Supervising the classroom or outside area.
21. Participating in regular staff meetings, during normal contracted hours.
22. To help support the integration of LEA and the school's policy on equal opportunities into all aspects of the school.
23. To contribute to producing and updating policy documents.
24. To actively participate in the School's Performance Management scheme as specified in the school's policy. Meeting regularly with the postholder's line manager in accordance with the scheme, ensuring that performance standards are set within the agreed time scale.
25. To undertake relevant and appropriate training, during contracted hours, as identified with the line manager at a Performance Management Review.
26. To undertake other similar duties commensurate with the grade, provided such duties are within the competence of the postholder.

*The post holder must be in possession of a satisfactory Enhanced Criminal Record Bureau check.*

**The key characteristics/competencies that contribute to success at this level are:**

<b>Analytical thinking</b>	Breaks down problems Recognises cause and effect	<b>Flexibility</b>	Keeps an open mind
<b>Challenge and support</b>	Expresses positive expectations	<b>Information seeking</b>	Finds out
<b>Conceptual thinking</b>	Sees patterns	<b>Initiative</b>	Seizes opportunities and sorts out problems
<b>Confidence</b>	Actively contributes	<b>Managing pupils</b>	Gets pupils on task, keeps pupils informed, makes the class effective & takes actions on behalf of the class
<b>Creating trust</b>	Acts fairly and consistently	<b>Passion for learning</b>	Creates a learning environment Shows how
<b>Developing potential</b>	Provides tangible support	<b>Respect for others</b>	Listens Values others
<b>Drive for improvement</b>	Wants to do a good job	<b>Team working</b>	Helps and supports others Shares information
<b>Enduring resilience</b>	Generally optimistic about events	<b>Understanding others</b>	Is sensitive to body language

**Specific accountability questions and success criteria of achievement will be negotiated and agreed at the beginning of the annual performance management cycle.**

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### Person Specification/ Selection Criteria: Nursery Nurse

Category	Job Requirements √=short listing criteria	E-essential D-desirable
<b>Qualifications and Experience</b>	<ul style="list-style-type: none"> <li>GCSE Maths and English (Grade A-C minimum)</li> </ul> <p>And any one of the qualifications below:</p> <ul style="list-style-type: none"> <li>Level 3 Diploma in Childcare and Education.</li> <li>Level 3 Diploma for the Early Years Practitioner.</li> <li>Level 3 Diploma in Children's Learning and Development.</li> <li>Level 3 Diploma in Montessori Pedagogy - Birth to Seven.</li> </ul> <p>√Excellent classroom practitioner <b>(E)</b>          √Proven experience in EYFS education, ability to demonstrate and share good practice. <b>(E)</b></p>	
<b>Skills and Understanding</b>	<p>√Knowledge and understanding of the EYFS Curriculum and current relevant curriculum issues. <b>(E)</b>          √Knowledge and understanding of the EYFS assessment processes. <b>(E)</b>          √Understanding of the need for team work; proven ability to work with other people. <b>(E)</b>          √Ability to communicate effectively with parents, staff, pupils, other professionals and outside agencies. <b>(E)</b>          √Ability to plan, organise and evaluate to ensure the delivery of a relevant responsive curriculum. <b>(E)</b></p>	
<b>Attitudes</b>	<p>√Ability to set an example in professional attitudes-characteristics of this are:</p> <p>Team player who works well with others<b>(E)</b></p> <ul style="list-style-type: none"> <li>Pro-active, takes initiative<b>(E)</b></li> <li>Highest expectations of self and others <b>(E)</b></li> <li>Reflective <b>(E)</b></li> <li>Hardworking, committed, dedicated<b>(E)</b></li> <li>Adaptable and flexible<b>(E)</b></li> <li>A willingness to "muck in" <b>(E)</b></li> </ul> <p>√ Evidence of commitment to the Authority's and schools policies on equal opportunities. <b>(E)</b></p>	
<b>Qualities</b>	<p>√Self motivated <b>(E)</b>          √Lifelong learner, self-developer <b>(E)</b>          √Enthusiastic<b>(E)</b>          √Energetic<b>(E)</b>          √Clear, lively thinker<b>(E)</b>          √Problem solver<b>(E)</b>          √Sense of humour<b>(E)</b>          √Highly organised <b>(E)</b></p>	

*Osmani Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

*This post which is exempt under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 which lists a number of occupations which are exempt from the provisions of the Act regarding 'spent' convictions.*