



## **JOB DESCRIPTION**

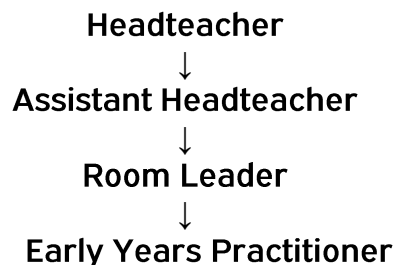
**ROLE TITLE:** Early Years Practitioner

**REPORTS TO:** Room Leader

### **ROLE PURPOSE:**

To provide a high standard of early years provision that meets the needs of both parents and children within a stimulating and friendly environment that is physically and emotionally secure, in accordance with Academy policies and practice.

## **ORGANISATION**



## **KEY RESPONSIBILITIES**

- To work as part of a team to sustain a high-quality learning environment
- To work as part of a team monitoring children's progress and achievements and planning for their next steps in learning
- To work with your team to ensure records are properly maintained, e.g. daily attendance register, accident records and daily safety checks
- To be flexible within working practices of the setting, undertaking other responsible duties where needed, such as domestic tasks, preparation of snacks, cleansing of equipment, personal care etc.
- To develop and maintain strong partnerships and communication with parents/carers/ staff and other adults to facilitate day-to-day caring and early learning needs ensuring that communication is polite and courteous at all times
- To comply with, promoting and acting in accordance with all Stars Trust policies
- To comply with data protection legislation and expectations for confidentiality
- To participate in the school appraisal system with your line manager



- To take responsibility for continued professional development by attending courses and training as needed (in-house, online and external)
- Model and actively support the vision, values and ethos of the Stars Trust and encourage in all children and colleagues: Kindness, Curiosity, Independence and Teamwork.
- Promoting and safeguarding the welfare of pupils in your care or that you meet in accordance with the whole school and Partnership Child Protection Policy

## **ACCOUNTABILITIES**

### **Service Delivery**

- As a key person to a group of children or a family, to observe, monitor review and record the development of their needs
- To support parents in attending to the developmental needs of their children and to foster confidence, self-esteem and independence
- To accompany children and families out of the nursery on activity visits e.g. shopping, park, library and act in loco parentis, in the absence of parents
- To assist with the planning and implementation of a curriculum of activities to ensure that the physical intellectual, emotional and social needs of each child and their parents are met
- Monitor and evaluate the suitability of the curriculum to foster the child's development
- In a family group environment, take the lead in planning and delivery of planned activities

### **Liaison with Parents**

- To maintain good working relationships with parents, including making home visits with other staff and /or professionals to build an understanding of individual needs.
- To work in partnership with parents to ensure the progress and well-being of their child.
- To encourage parental involvement in the child's learning and development.
- To facilitate meetings with parents/carers and professionals.

### **Resources**

- To prepare materials and equipment at the start of each session and clear away
- Ensure all toys, equipment, rooms and play areas are kept safe and hygienic at all times and as clean and tidy as is practicable
- Report any repair and maintenance work required to the fabric of the building or equipment



### **Staff Management and Teamwork**

- To provide advice, guidance and support to new staff, including student placements.
- To work co-operatively as part of a team and where necessary to provide cover for other nursery staff.
- To attend and participate in staff meetings

### **Health, Safety and Welfare**

- To maintain high standards of cleanliness and hygiene for the children (including changing of clothes as required), equipment and all environments
- To ensure immediate first aid and comfort to sick or injured children as a trained first aider; recording promptly on Medical Tracker, completing appropriate paperwork and reporting to parent/colleagues as appropriate

### **Administration**

- To maintain and complete all necessary records on each child/family including those as key to particular children and those required by Social Care, Professional Support and Ofsted Teams

### **Corporate and statutory initiatives – equalities / health & safety/ e-government / sustainability**

- To ensure the health, safety and welfare of all users of the nursery
- To act in accordance with national policy and current legislation relating to nurseries and those issued by Stars Trust.

### **Key Decision Making Areas in the Role**

- Development of individual - assess progress and refer concerns regarding children / pupils to a senior member of staff
- Resources - identify and withdraw potentially dangerous toys and equipment and report to a senior member of staff
- First Aid - take remedial action ensuring a trained first aider deals with accidents

### **Role Dimensions – financial (e.g. budgets) and non-financial units (e.g. workload, customers/staff)**

- No financial responsibilities
- No. of children in nursery – ratio of children to adults is managed by Room Leader (or Assistant Headteacher in their absence)



## PERSON SPECIFICATION

| Essential   | Desirable   | Method of Assessment                        |
|---|---|---|
| <p><b>Skills, aptitude, knowledge and experience</b></p> <ul style="list-style-type: none"><li>• Previous experience of caring for, or working with children aged 0-5 in a voluntary or paid capacity</li><li>• An understanding of the Early Learning Goals</li><li>• Knowledge of the National Standards for the regulation of Childcare provision</li><li>• A commitment to the provision of high quality childcare</li><li>• A positive approach to learning and gaining new skills through teamwork and training opportunities</li></ul>         | <ul style="list-style-type: none"><li>• Interest in the care, learning and development of young children</li><li>• An understanding of the Early Years Stage curriculum</li></ul>               | Application form<br>Interview<br>References |
| <p><b>Personal qualities</b></p> <ul style="list-style-type: none"><li>• Good organisational, record keeping and planning skills</li><li>• Punctuality</li><li>• Excellent communication skills, with children, colleagues, advisors, professionals and parents/carers/.</li><li>• Patience</li><li>• Empathy with children, colleagues and parents/carers</li><li>• Reliability and trustworthiness</li><li>• A positive approach to inclusive practice, with children and colleagues</li><li>• Enthusiasm for working with young children</li></ul> | <ul style="list-style-type: none"><li>• Flexibility – occasionally working hours might be changed, e.g. if the setting hosts a Parent's Evening</li><li>• Able to work in small teams</li></ul> | Application form<br>Interview<br>References |



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|---|--|---|
| <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• 5 GCSE's with a minimum grade C or 4 or above in English and Mathematics, or equivalent qualifications or relevant experience</li> <li>• Completion of a recognised Level 2 Childcare qualification, e.g. Level 2 Certificate for the Children &amp; Young People's Workforce, NVQ Level 2 in Children's Care, Learning and Development – or be working towards completion</li> <li>• A positive approach to gaining further qualifications</li> <li>• An understanding of the importance of Health &amp; Safety and Food Hygiene in the workplace</li> </ul> | <ul style="list-style-type: none"> <li>• Completion of a recognised Level 3 Childcare qualification, e.g. Level 3 Diploma for the Children &amp; Young People's Workforce, NVQ Level 3 in Children's Care, Learning and Development – or be working towards completion.</li> <li>• Completion of Safeguarding Awareness course (Group 2)</li> <li>• Health &amp; Safety certificate</li> <li>• Paediatric First Aid certificate</li> <li>• Completion of other relevant courses</li> </ul> | <p>Application form<br/>Certificates<br/>References</p>                                       |
| <p><b>Other Factors</b></p> <ul style="list-style-type: none"> <li>• A flexible and adaptable approach</li> <li>• Willingness to continue and maintain professional development</li> <li>• Commitment to Equal Opportunities</li> <li>• <b>Enhanced Disclosure and Barring Service Check with children's barred list information</b></li> </ul>   |  | <p>Application form<br/>Interview<br/>References<br/>DBS checking and application process</p> |