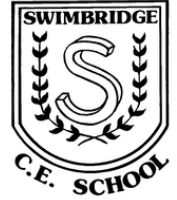




Swimbridge C of E Primary School



JOB DESCRIPTION

TITLE	Early Years Foundation Stage Practitioner/Teaching and Learning Assistant
LINE MANAGER	Early Years Lead
GRADE	D (NJC Spinal Column Point 23-28)

PURPOSE OF JOB

Work under the guidance of the teaching and senior staff using experience and expertise in Early Years, Care and Learning in an agreed system of supervision to:

- work with teacher to agree and implement high quality practice and supervision of individuals and groups of children, inside and outside the nursery or foundation stage unit
- work with the teacher in the observation, assessment and planning cycle and to manage and prepare resources
- supervision of children as directed by the Early Years Teacher
- engage with and support children's learning and generally support children with set activities, independent problem solving and creative play
- understand team roles and responsibilities and your own position in them.
- Supervise children outside usual school hours, including before and after school and at lunchtimes as required.
- Accompany teaching staff and children on visits, trips and out of school activities as required and take responsibility for a group as agreed with the teacher
- To comply with and work within the Learning Mentor Standards

CREATIVITY AND INNOVATION

- Work with the teacher and senior staff to devise a creative learning environment for children in a defined framework, such as statutory Early Years Foundation Stage (EYFS).
- Work with the teacher to provide a range of interesting and stimulating activities to promote all areas of learning as identified in the Early Years Foundation Stage – for example leading an activity using a range of creative resources and having daily interaction with the children.
- Work with the early years' teacher to plan and evaluate daily and weekly learning and care, including planning and leading activities for groups of children.
- Implement plans on a daily basis as devised with the teacher, including scope for creativity and interpretation –for example by adjusting activities according to children's responses, needs and interests.
- Assist with the development and implementation of Provision Maps as needed.
- Implement local and national learning and childcare strategies, such as EYFS, making effective use of opportunities provided by other activities to support the development of relevant skills.
- Develop the use of ICT in activities and promote children's competence and independence in using it.
- Influence, support and celebrate differences and make sure all children have equal access to opportunities to learn and develop.
- Recognise your own strengths and areas of expertise and use these to advise and support others.

CONTACTS AND RELATIONSHIPS

- Engage with a wide range of people including teachers and school or nursery staff, visiting professionals and agencies such as Ofsted, parents, children and families, visitors and student placements. This engagement may sometimes include potentially contentious situations or those where sensitivity is required.

- Regularly liaise with parents and carers, providing updates on a child's progress and specific needs. Deal with any queries or differences of opinion which are raised, using tact and diplomacy. Discussions may take place outside usual nursery opening hours.
- Work with teachers and other team members to share information and agree on a recommended course of action before speaking to parents.
- Liaise sensitively and effectively with parents and carers as agreed with the teacher including:
 - participating in feedback sessions and meetings with parents alongside the teacher or as directed
 - home visits before a child starts a nursery or foundation stage unit if needed
 - working with the teacher to establish an appropriate safe and secure learning environment
- Work with the teacher and other nursery staff to plan and evaluate daily and weekly learning and care.
- Establish productive working relationships with children, acting as a role model and setting high expectations for behaviour and learning.
- Provide feedback to children about their progress and achievements on a daily or weekly basis.
- Establish constructive relationships and communicate with other agencies and professionals, such as Early Years Consultants, in liaison with the teacher to support the children's achievement and progress.
- Promote and market the provision to prospective parents and be an enthusiastic advocate of early learning.

DECISIONS - DISCRETION

- Work is broadly defined by standards and regulations which operate in the setting, and which are enforced and monitored by the teacher. Decisions taken by this role would work within this scope.
- Make decisions on how to implement a specific activity which has been defined by the teacher, for example planning and implementing a small group activity to fit with a defined learning intention for the day.
- Contribute recommendations to the team about planning for future learning.

DECISIONS – CONSEQUENCES

- Recommendations and suggestions made by this post are essential to the success of the early years' team - for example all members of the team are expected to take shared responsibility for enabling children to reach their full potential, and seeking opportunities for continuous improvement in the nursery.
- The impact of recommendations made by you may improve a child's ability to reach their full potential.

RESOURCES

- Regularly contribute towards written observations of a child's progress, while maintaining confidentiality at all times.
- Gather and collate evidence to support a child's progress towards learning outcomes.
- Organise the availability and use of general and specialist play equipment and other resources, including checking to make sure they are clean, safe and secure for young children.
- Make recommendations about buying in new resources.
- Uphold the school's health and safety policies, by reporting problems with resources and equipment to the teacher for further action to be taken.
- The nursery or Foundation Stage Unit operates a policy of collective responsibility, (including all staff and children) towards the appropriate management of resources.

WORK DEMANDS

- Planning needs to be thorough but flexible to accommodate children's needs and abilities, in agreement with the teacher.
- Visits from external organisations are usually pre-planned and so not disruptive, but may include Ofsted inspections, visits from Early Years Consultants and other professionals. Sudden interruptions would be minimal.

PHYSICAL DEMANDS

- Working with young children involves bending, kneeling and crouching for periods of time. It may also involve occasionally lifting or holding children during planned activities and may include changing nappies and toileting duties.

- There is a requirement to put out and put away a range of equipment and materials, sometimes assisted by children.
- Activities may take place indoors or outdoors.

WORKING CONDITIONS

- Work involves significant elements of inside and outside work, including leading learning in an outside environment – for example building a snowman with young children.
- Exposure to moderate noise, especially while working inside the nursery – for example a music session with young children.
- Other environments may include occasional trips to places of interest for example a local zoo.

WORK CONTEXT

- There is a minimal risk of illness or injury working in the nursery or Foundation Stage Unit setting.

KNOWLEDGE AND SKILLS

- This role requires the ability to work in one broad area of activity - a nursery or foundation stage unit with children under 5 years of age - with a good level of practical knowledge and skills, including:

Working with children

- Good working knowledge of the Early Years Foundation Stage relevant legislation and knowledge of relevant policies and codes of practice.
- Work with the teacher to plan and evaluate daily and weekly learning and care.
- Monitor and evaluate children's responses to learning activities through observation and planned recording of achievement against predetermined learning objectives. Encourage children to reflect on and develop their own learning.
- Provide objective and accurate feedback and reports as required on children's learning and development and other matters to the teacher making sure appropriate evidence is available.
- Encourage children to interact and work cooperatively with others and engage children in activities. Employ strategies to recognise and reward achievement and self-reliance.
- Understand and be able to implement inclusive practices into the setting, to make sure all children have the opportunity to learn, interact and fulfil their potential.
- Work with the teacher to identify and support children who are at risk of underachievement.
- Work with the teacher to establish an appropriate physical and emotional safe and secure learning environment.
- Promote positive values, attitudes and good child behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging children to take responsibility for their own behaviour.
- Work with adults in the team to develop a positive learning environment for adults and children.
- Establish productive working relationships with children, acting as a role model and setting high expectations for behaviour and learning.
- Work consistently while recognising and responding to individual children's needs.
- Provide feedback to children about progress and achievement on a daily or weekly basis.
- Implement agreed learning activities adjusting activities according to children's responses and needs.
- Awareness of specialist support services available to children and families, such as Speech and Language Therapists.
- Establish constructive relationships and communication with other agencies and professionals with the teacher to support achievement and progress of children.
- Self-evaluate learning needs and actively seek learning opportunities.

Administration

- Have responsibility for maintaining written and electronic records as agreed with the teacher, contributing to the reviews of systems and records as requested.
- Accurately record achievement and progress.
- Provide general clerical and administrative support as required.

Liaison

- Liaise sensitively and effectively with parents and carers.

- Participate in feedback sessions and meetings with parents alongside the teacher or as directed.
- Use specialist curricular, learning skills, training and experience.
- Assist with the development and implementation of Provision Maps.
- Implement local and national learning and childcare strategies, such as EYFS, making effective use of opportunities provided by other activities to support the development of relevant skills.
- Be aware of, and comply with, policies and procedures relating to safeguarding, health safety and security, confidentiality and data protection and report all concerns to an appropriate person. The nursery or Foundation Stage Unit operates a policy of collective responsibility, (including all staff and children) towards safeguarding all members of the nursery.
- Contribute to the overall ethos, work and aims of the school.
- Provide appropriate guidance and general supervision to less experienced staff for example students, placements and junior staff.
- Recognise your own strengths and areas of expertise and use these to advise and support others.
- Promoting and marketing the provision to prospective parents.

Other

- Have a positive approach to continuous professional development, including accessing recommended training and development programmes as identified with your line manager.

Signatures

Job Description agreed by

Line/originating Manager_____ **Date**_____

Job holder (if in place)_____ **Date**_____

Swimbridge C of E Primary School

PERSON SPECIFICATION

TITLE	Early Years Foundation Stage Practitioner/Teaching and Learning Assistant
LINE MANAGER	Early Years Lead
GRADE	E (NJC Spinal Column Point 23-28)

Attribute	Essential	Desirable	Method of assessment
Management	<p>Ability to manage the upkeep and maintenance of resources in conjunction with other staff – for example apply health and safety policy.</p> <p>Ability to manage a team in an early years setting including induction, supervisions and appraisal.</p>	Experience of managing a team in an early years setting including induction, supervisions and appraisal.	<p>Application form</p> <p>References</p> <p>Interview</p>
Experience	<p>Extensive proven experience of working with children of relevant age in an early learning environment.</p> <p>Experience of working with the EYFS and other relevant learning programmes and strategies – for example contributing towards Provision Maps.</p> <p>Experience of working as a key worker with a group of children</p> <p>Experience working as part of a team.</p> <p>Experience of working with other agencies and professionals.</p> <p>Knowledge and understanding of the type of external support that is available to support children’s development and how to access these services.</p> <p>Planning learning outcomes for large groups of children.</p>	Management experience including staff supervision	<p>Application form</p> <p>References</p> <p>Interview</p> <p>Practical task and assessment</p>
Practical skills	Experience of planning effective learning and care programmes either under appropriate supervision and guidance or in collaboration.		<p>Application form</p> <p>References</p> <p>Interview</p>

	<p>Ability to work independently using own initiative.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> <p>Ability to relate well to children and adults including other professionals, carers and parents.</p> <p>Ability to demonstrate and promote good practice in line with the ethos of the school indoors and outdoors.</p> <p>Ability to reflect on learning and care needs and use this knowledge to affect children's outcomes – for example in planning, procurement of resources, Provision Maps and communication with parents.</p> <p>Have a consistent approach with children and parents.</p> <p>Have a firm commitment to the protection and safeguarding of children at all times.</p>		Practical task and assessment
Effective Communication	<p>Articulate English speaker with good written, verbal and non verbal communication.</p> <p>Can communicate effectively with adults and children.</p> <p>Keep written records of children's achievements including observations.</p>	Ability to promote and market the service to the wider community.	Application form References Interview Practical task and assessment
Personal qualities	<p>To work constructively as part of a team to understand nursery/foundation stage unit roles and responsibilities and own position in them.</p> <p>Have a calm, consistent approach and be warm, welcoming and personable.</p> <p>Able to maintain confidentiality.</p>		Application form References Interview Practical task and assessment
Strategic thinking	Contribute ideas at school meetings for developing the early years' provision, this may include contributing to the writing of policies and the school development plan.		References interview
Technology and IT skills	<p>Ability to utilise ICT effectively to maintain administrative and record-keeping processes</p> <p>Ability to effectively use ICT to support learning , including use of the internet</p>		Application form References Interview Practical task and assessment

	<p>for researching learning programmes, etc</p> <p>Ability to use other technology to support learning such as laptops, overhead projectors, DVD and video equipment, etc</p>		
Education and training	<p>A Level 4 qualification in a childcare related discipline, or be actively working towards achievement of a relevant Level 4 qualification.</p> <p>Numeracy and literacy skills at least equivalent to level 2 of the National Qualifications Framework.</p> <p>Requirement to participate in training or development as and when identified by line manager as essential for performance of the post.</p> <p>Full working knowledge of relevant policies and codes of practice, and awareness of relevant legislation.</p> <p>Working knowledge of national/foundation stage curriculum and other relevant learning programmes and strategies.</p> <p>Understanding of principles of child development and learning processes and in particular barriers to learning.</p>	<p>Level 5 qualification in a childcare related discipline, such as a Foundation Degree in Early Years – or be working towards completion.</p> <p>Training in the relevant strategies such as parenting, and/or in particular curriculum or learning areas such as quality improvement, observation and record keeping, CLL, ICT and maths.</p>	<p>Application form</p> <p>References</p> <p>Interview</p> <p>Practical task and assessment</p>
Equal opportunities	<p>Understanding and recognition of the principles of equality and diversity, knowledge of child development and learning processes with reference to particular barriers to learning.</p>	<p>Ability to ensure the learning and care environment is accessible for all children and parents.</p>	<p>Application form</p> <p>References</p> <p>Interview</p> <p>Practical task and assessment</p>