

Job Title: Early Years Practitioner

Job Description / Person Specification



www.reading.gov.uk



Reading
Borough Council
Working better with you

Job Description

Job Title Early Years Practitioner

Location The Ridgeway Primary School

Grade/Salary Range NJC RG4 points 11 - 22

Job Purpose

At The Ridgeway Primary School all staff make the education of pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Staff act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up to date and are self critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Designation of Post and Position within School Structure

The Early Years Practitioner will be responsible for assisting the teacher and responsible to the teacher, the EYFS co-ordinator, SLT and the Head teacher.

Main Duties and Responsibilities

1. To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of support. This will involve planning, preparing, delivery of learning activities for individuals, groups and whole classes within the EYFS, monitoring pupils, observing, assessing, recording and reporting on pupil's achievement progress and development in all six areas of learning.
2. Use own initiative.
3. Take account of pupils' interest, language and cultural backgrounds.
4. Use ICT skills for effective communications, efficient report writing and record keeping.
5. Undertake any other activity which the teacher, SLT or HT requests.
6. Work flexibly responding to changing workloads

SUPPORT FOR PUPILS

1. Attend to pupil's personal needs and implement personal support with behaviour, social, health, physical, hygiene, first aid, wellbeing and welfare matters.
2. Assess the needs of pupils to support pupil's personal development and learning.
3. Plan and resource activities to meet the needs of the development of the pupil and evaluate their effectiveness.
4. Establish support for pupils ensuring that it is suitable, safe and accessible for learning.
5. Establish productive and effective working relationships with pupils acting as a role model and setting high expectations.
6. Promote the inclusion and acceptance of all pupils reducing barriers to learning.
7. Encourage pupils to interact, play and work co-operatively with others and engage all pupils in activities.

8. Promote independence and employ strategies to recognise and reward effort and achievements towards self-reliance.
9. Provide feedback to pupils in relation to effort, behaviour, progress and achievement under guidance of the teacher.
10. Assist with the development and implementation of IEP's.

SUPPORT FOR STAFF

1. Organise and manage appropriate learning environments and resources.
2. Maintain good levels of cleanliness and overall tidiness during and after each session.
3. As agreed with the teacher, plan and lead with challenging teaching and learning objectives across all areas of learning and respond to a child's individual needs.
4. Monitor and evaluate pupil responses to learning activities through observation, assessment and monitoring strategies against foundation stage assessment profiles.
5. Provide objective and accurate feedback to the class teacher and report as required on pupil's development, achievement, progress and other matters ensuring the availability of appropriate evidence.
6. Record progress and achievement and provide evidence of range and level of progress and attainment.
7. Manage behaviour constructively promoting the development of self control and independence within the schools behaviour management policy
8. Promote good pupil behaviour and promote positive values and attitudes.
9. Handle effectively, more difficult discussions with parents.
10. Be sensitive to pupil behaviour responding to individual needs and dealing promptly with conflict in line with the school behaviour policy.
11. Support with administrative tasks in the classroom as directed.
12. Work collectively and promote the values and principles of the staff team.

SUPPORT FOR SCHOOL

1. Contribute to the overall ethos, aim and work of the school.
2. Comply with, promote and assist with the development of policies and procedures relating to Safeguarding, Child Protection, health, safety and security, confidentiality and data protection, GDPR and retention guidelines and legislation, reporting all concerns to an appropriate person.
3. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
4. Establish and sustain constructive relationships and communicate with other agencies and professionals – liaison with the teacher to support achievement and progress of all pupils.
5. Take the initiative as appropriate to involve other agencies in supporting pupils.
6. Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
7. Attend relevant meetings as required, including planning, training and in-service days.
8. Participate in training and other learning activities and performance development as required.
9. To take an active interest in all aspects of foundation stage curriculum development and keep abreast of changes in guidelines.
10. Assist with the supervision of pupils out of sessions times including before and after school and at lunchtimes.
11. Accompanying teaching staff and pupils on visits, trips and out of school activities as required.
12. Contribute to future plans for the EYFS service and practice.

13. Liaise with the senior management team, foundation stage co-ordinator, teaching assistants and trainees.
14. Work within agreed school policies, curriculum policies and school procedures.
15. Constantly improve own practice, knowledge through self-evaluation and learning from others.

Gateway Progression Criteria

To progress through the gateway to scp 19;

1. Responsible for the management and development of outdoor learning.
2. Support parents in understanding their child's levels of development and learning needs and contribute to /lead meetings with parents to provide constructive feedback on pupil's development progress and achievement.
3. Prepare and produce resources for areas of learning across the foundation stage.
4. Undertake mentoring and support for teaching assistants and trainees, and encourage and facilitate others to reflect on practice and share knowledge.
5. Motivate others, organise and participate as an active member of the team.

Special/Other Requirements/Responsibilities of this Post

Level of DBS check required for this post	Enhanced with a check of the barring list(s)
Does the post require a check against the list of people barred from working with vulnerable adults?	NO
Does the post require a check against the list of people barred from working with children?	YES
What other security/safer recruitment clearances are required for this post? (excluding standard identity/work permit/education qualification checks)	Childcare disqualifications declaration and must be suitable to work with children
Is this post "politically restricted"?	NO
Responsibility for Health & Safety:	LEVEL 1
Paediatric First Aid qualification:	YES (If qualified since June 2016)

Person Specification

Qualifications/Education/Training

Full and relevant childcare qualification, e.g. NVQ3 or equivalent

GCSE English and Maths or equivalent

Current First Aid certificate (if qualified after June 2016)

Experience

Experience of working in EYFS is an advantage

Experience of children with SEND is an advantage

Strong understanding of the value of child initiated learning

Good understanding of child development and EYFS development matters.

Skills, Abilities & Competencies

A passion for working with young children

A sound knowledge of the value of learning through play

Working knowledge of the EYFS curriculum and assessment

Good interpersonal skills

A love of books and stories

Effective strategies for managing challenging and distressed children

Effective in extending the learning of more able pupils

Effective strategies for classroom management and the value of outdoor learning

Have high aspirations for children

Have good communication skills and a good level of fluency

Understand and observe confidentiality

Work hard in a team and take responsibility