STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

EYFS PRACTITIONER

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Provide outstanding support to enable students with additional needs including those with SEN to play a full and active part in the life of the school and to make outstanding progress in their learning.
2. Promote and work within an Early Years setting, meeting the needs of the children, families and community in which it is based, in accordance with the policies, procedures and working practices of the Centre/School.
3. Work as part of a team in assisting and consolidating the provision of a high-quality Early Years curriculum.
4. Supervise whole classes and groups in the absence of teaching staff, maintaining the planned range of activities in the classroom and/or outdoor play areas in accordance with the short-term planning.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1 Support for Pupils

1.1 Build and maintain successful relationships with pupils, acting as a role model and encouraging their development as learners.

1.2 Set and ensure high expectations for pupils, respecting their social, cultural, linguistic, religious and ethnic backgrounds.

1.3 Assess the needs of pupils and use specialist skills and detailed knowledge to support pupils' learning in a consistent manner, whilst responding to individual needs.

1.4 Develop and implement IEPs and ILPs in conjunction with the teacher.

1.5 Promote independence and employ strategies to recognise and reward achievement within established school procedures.

1.6 Deal with any immediate problems or emergencies using the schools policies and procedures, liaising with the teacher where required (e.g. an injured or sick child).

1.7 Promote inclusion and acceptance of all pupils in the classroom by encouraging them to interact with each other and to engage in activities led by the EYP and / or the teacher.

1.8 Provide feedback to pupils on their progress and achievement.

1.9 Work to a Key Worker system to provide care and Education through the provision of stimulating enjoyable and constructive activities appropriate to the Child's age and abilities to ensure physical social emotional and intellectual development, taking into account diversity (e.g. language, culture, ability, race and religion.

1.10 Work with individual pupils to set behavioural targets and to monitor these in and out of the classroom.

1.11 Plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.

1.12 Provide intimate care to pupils including tasks associated with continence (if appropriate) as well as more ordinary tasks such as help with washing, toileting or dressing.

2 Support for Teachers

2.1 Act as role model for good pupil behaviour and promoting positive values and attitude. Anticipate and manager behaviour constructively, promoting self-control, discipline and a purposeful learning environment.

2.2 Liaise sensitively and effectively with parents and carers, supporting their role in pupils' learning and attend meetings with parents to provide constructive feedback on pupil progress and achievement.

2.3 Use teaching and learning objectives to produce challenging learning outcomes and lesson plans, worksheets, plans etc. within the agreed system of supervision.

2.4 Deliver learning activities to pupils within an agreed system of supervision, adjusting activities to meet pupil needs. This will involve individual, group and whole class work, working independently of the class teacher.

2.5 Determine the need for, prepare and maintain equipment and resources including specialist resources, and help the children in their use (e.g. Outdoor or indoor play equipment; being responsible for the care of all equipment and materials within the setting).

2.6 Support the teacher by delivering local and national learning strategies (e.g. literacy, numeracy, KS3, early years); initiating other learning activities to support the development of pupils' skills and recording achievement, progress and feeding back to the teacher.

2.7 Monitor and evaluate pupils' responses to learning activities through a range of assessment and monitoring strategies, against pre-determined learning outcomes.

2.8 Provide objective and accurate feedback to the teacher and reports as required on pupil progress, ensuring availability of appropriate evidence.

2.9 Undertake marking of pupils' work and accurately record achievement / progress against an agreed marking scheme.

2.10 Be responsible for systematic recording of pupils' progress and achievement in lessons, providing evidence of range and level of progress and achievement.

2.11 Be responsible for the planning, mounting and displaying of pupils' work in the classroom and at whole school level, contributing to learning outcomes.

2.12 Advise on appropriate use of specialist aid, resources and equipment.

3 Support for the School

3.1 Comply with and assist with development of policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person.

3.2 Contribute to the overall work and ethos of the school.

3.3 Be aware of and ensure that as a team member the setting meets required standards as laid down by Ofsted Early Years Directorate.

3.4 Work as part of a team and support the role of other people in the team and to establish constructive relationships with other agencies / professionals in liaison with the teacher, to support the achievement and progress of pupils.

3.5 Develop appropriate multi-agency approaches to supporting pupils.

3.6 Attend and participate in meetings as required.

3.7 Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management, and use this to lead, advise and support others.

3.8 Provide appropriate guidance supervision and assist in the development and training of staff as appropriate.

3.9 Assist with the supervision of students out of lesson time including before school, during breaks and lunchtime and after school.

3.10 Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend the work carried out in the class.

3.11 Deliver out of school learning activities within guidelines established by the school.

3.12 Guide and develop the work of other adults supporting teaching and learning in the classroom.

4 Other Responsibilities

4.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.

4.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.

4.3 Contribute to the wider life of the Trust and the Star community.

4.4 Carry out any such duties as may be reasonably required by the Trust.

5 Records Management

5.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.

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PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by: App Form	Assessed by: Interview/ Task
QUALIFICATIONS				
1.	Will hold a relevant qualification (NNEB, Level 3 NVQ in Early Years Care and Education, Diploma in Childcare Education, BTEC National Diploma in Early Years, education to graduate level) OR training in the care and education of nursery age children with recent experience in a relevant position.	**E**	✓	
2.	Minimum of GCSE English and Mathematics at grade C or above (or equivalent).	**E**	✓	
3.	First Aid qualification(or a commitment to obtain).	**E**	✓	
4.	Evidence of continuous professional development.	**E**	✓	
EXPERIENCE				
5.	Experience of the Early Years Foundation Stage to support children's learning and development, adjusting activities according to children's responses and needs, using specialist curricular and learning skills.	**E**	✓	✓
6.	Practical experience of working with children within an educational setting.	**E**	✓	✓
7.	A good knowledge of the Early Years Foundation Stage Curriculum.	**E**	✓	✓
8.	Experience of assessment within EYFS.	**E**	✓	✓
9.	Experience of supporting children within a school context.	**E**	✓	✓
10.	Experience of dealing with parents of pupils within a school setting.	**D**	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
11.	Ability to work one to one, in small groups and with whole classes.	**E**	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by: App Form	Assessed by: Interview/ Task
12.	Ability to contribute effectively to teachers' planning and preparation of lessons.	**E**	✓	✓
13.	Ability to plan own role in lessons including how feedback will be provided to pupils and colleagues on pupils' learning and behaviour.	**E**	✓	✓
14.	Ability to contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.	**E**	✓	✓
15.	Ability to support teachers in evaluating pupils' progress through a range of assessment activities.	**E**	✓	✓
16.	Ability to monitor pupils' responses to learning and modify approach accordingly.	**E**	✓	✓
PERSONAL QUALITIES				
17.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	**E**	✓	✓
18.	A strong commitment to the Trust value of 'Service'.	**E**	✓	✓
19.	A strong commitment to the Trust value of 'Teamwork'.	**E**	✓	✓
20.	A strong commitment to the Trust value of 'Ambition'.	**E**	✓	✓
21.	A strong commitment to the Trust value of 'Respect'.	**E**	✓	✓
22.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	**E**	✓	✓
23.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	**E**	✓	✓