

**Early Years Professional**

**Job Description**

**Greenhill Primary School, Mile Lane, Bury, Lancashire, BL8 2JH**

**Directorate:** Forward As One CE Multi Academy Trust Bolton

**Reporting to:** Headteacher

**Grade:**  UNQ1 £18,419 per annum, pro rata

 Term Time plus 5 days

**Hours**: Full Time – Temporary until July 2023

**Start Date:** 1st September 2022

**Closing Date:** Friday 1st July 2022 @ 12 noon

**Shortlisting:** w/c Monday 4th July 2022

**Interviews:** w/c Monday 4th July 2022

Visits to the school are encouraged. Please contact the school office to arrange an appointment on 0161 764 7298.

**Please return completed application forms to: MillsJ@spsd.fa1.uk**

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| **Job Description****To promote the work and image of the School by always consistently maintaining high standards of personal appearance and adopting a friendly, professional approach to parents, members of the public and the wider community*** **To have a good understanding of the Early Years Foundation Stage (EYFS) curriculum and assist the reception class teacher with the preparation and delivery of the curriculum and evaluation of activities**
* **To promote high standards, progression, continuity and quality of learning**
* **To observe children as individuals and in groups and monitor behaviour, academic progress and possible developmental needs, utilising specialist knowledge and experience**
* **To adhere to the school’s policies with special reference to the learning support, safeguarding and child protection, equal opportunities policies, and to help promote inclusion in the school**
* **To support the class teacher in ensuring up-to-date records of the children’s progress as part of the monitoring and reviewing of educational work programmes within the individual online profiles and to track children’s progress through the production of online learning journals and target setting.**
* **To act as a designated key carer worker to a group of children**
* **To liaise with parents/carers and outside agencies when necessary.**
* **To be responsible for the setting up and clearing away of activities**
* **To maintain, repair and clean any equipment e.g. books, aprons, dressing-up clothes, toys, games etc. and to tidy up after use**
* **To be concerned with the general welfare of the children, including matters relating to personal hygiene and health**
* **To participate in school lunches with the children**
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**Person Specification**

| MINIMUM ESSENTIAL REQUIREMENTS | **METHOD OF ASSESSMENT** |
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| **SKILLS AND COMPETENCY** |  |
| 1. | Ability to interact with pupils in ways that help to develop their ability to think and learn | Application form/InterviewApplication form/Interview |
| 2. | Ability to listen, question, understand and respond to pupils and adults | Interview |
| 3. | Ability to communicate effectively with pupils, staff and other adults and to develop and maintain respectful professional relationships with children and adults | Application form/Interview |
| 4. | Ability to act a good role model for pupils and provide encouragement and support using a language and vocabulary they are likely to understand | Application form/Interview |
| 5. | Ability to recognise when pupils are in danger of risk or harm and know what actions to take to protect them, in accordance with school procedures | Interview |
| 6. | Ability to provide feedback on progress of an activity and pupil’s response to it | Interview |
| 7. | Ability to use praise and assistance to maintain the pupils’ interest and enthusiasm for an activity | Application form/Interview |
| 8. | Ability to positively encourage children’s self-reliance, self-confidence and positive behaviour  | Application form/Interview |
| 9. | Ability to support activities in the classroom and the playground and respond appropriately to incidents and accidents in line with school procedures. | Application form/Interview |
| 10. | Ability to encourage positive relations between children in ways which are realistic to the expectations of their behaviour and developmental levels | Application form/Interview |
| 11. | Ability to deal calmly and promptly with conflict and behaviour issues, including applying sanctions and rewards, in line with school procedures, and within limits of responsibility | Application form/Interview |
| 12. | Ability to identify areas of work that could be improved and to contribute to improve skills, knowledge and effectiveness at work | Application form/Interview |

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| MINIMUM ESSENTIAL REQUIREMENTS | **METHOD OF ASSESSMENT** |
| CORE ORGANISATIONAL COMPETENCIES |  |
|  | **Valuing Diversity** Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and helps to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage. | Interview |
|  | **Caring for Customers**Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users. | Interview |
|  | **Developing Self and Others** Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Endorse the principles of Investors in People. Strives for improvement and take responsibility for own development. Be self-confident and lead by example. | Interview |
|  | **Health and Safety**The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk. | Interview |
|  | **Confidentiality**To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Corporate and Departmental policies on Confidentiality, and the management and sharing of information. | Interview |
|  | **Energy Efficiency** To be aware of the energy efficiency issues in own area of work and throughout the organisation | Interview |

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| MINIMUM ESSENTIAL REQUIREMENTS | **METHOD OF ASSESSMENT** |
| **Knowledge/Experience/Qualifications/Training etc** |  |
| 1 | Previous experience of working in a nursery, have an NVQ Level 2 or equivalent Teaching Assistant qualificationAwareness of the main stage of development and learning of pupils in relevant phase | Application form/Interview |
| 2 | Awareness of the factors that can support and get in the way of the development of thinking and learning | Application form/Interview |
| 3 | Awareness of the possible barriers to communication | Application form/Interview |
| 4 | Awareness of the importance of sharing information when pupil’s safety and well-being are concerned and of maintaining confidentiality about sensitive information, except where the safety and welfare of the pupil means it is appropriate to share with other people and agencies  | Interview  |
| 5 | Awareness of how to report, record and pass on information about pupils | Application form/Interview |
| 6 | Awareness of and respect for children’s own and others’ cultural backgrounds and requirements. | Application form/Interview |
| 7 | Awareness of actions that can be taken to improve skills, knowledge and effectiveness at work  | Application form/Interview |
| 8 | Experience of working with &/or caring for children (within specified age range) in either a paid or voluntary capacity  | Application form/Interview |
| 9 | Holder of, working towards or willing to work towards a vocationally-related qualification in Support Work in Schools or equivalent | Application form/Interview |

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| STAGE TWO | Will only be used in the event of a large number of applicants meeting the minimum essential requirements |

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| ADDITIONAL REQUIREMENTS | **METHOD OF ASSESSMENT** |
| **Knowledge/Experience/Qualifications/Training, etc**  |  |
| 1 | Awareness of the curriculum for relevant phase/key Stage | Application form/Interview |
| 2 | Experience of working in a school in the relevant key stage | Application form/Interview |