

Early Years Practitioner West Hill Primary Pre School Grade 4/5

Statement of Purpose

Under the direction of the Pre-school Manager, use specialist knowledge and experience to provide appropriate support to pupils in a Pre-school setting in relation to their individual abilities.

Support for Pupils

- Support pupil's learning in the Pre-school, including working with individuals, groups and whole classes using detailed knowledge, experience, specialist skills and training.
- Use specialist knowledge/experience to provide appropriate support to pupils in relation to their individual needs.
- Contribute to the creation of an appropriate learning environment through display and classroom organisation.
- Contribute to the creation of appropriate learning resources.
- To contribute to the planning for and delivery of the early years curriculum.
- To contribute to the monitoring and evaluation of pupil responses to learning activities using a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within the Pre-school's disciplinary policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.

Support for the Curriculum

Under the general, indirect supervision of the Foundation Stage Manager:

- Use ICT effectively to support learning activities.
- Contribute to development of Pre-school policies and procedures by participation in working groups.
- The development, preparation and dissemination of appropriate materials.
- To be aware of, and maintain, specific Pre-school policies which relate to pupils in the classroom i.e. behaviour, equal opportunities and marking where applicable.

Support for Parents

- To support the maintenance of positive links between home and Pre-school by making parents feel welcome, and develop links with other agencies.

Support to Pre-school (this list is not exhaustive and should reflect the ethos of the Pre-school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be involved in and contribute to whole Pre-school policy development.
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the Pre-school.
- Attend relevant meetings as required.

- Participate in training and other learning activities and performance development as required.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the Pre-school's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Person Specification: Learning Support Assistant

Essential Criteria	Measured By
<p>Experience</p> <ul style="list-style-type: none"> • Three years experience of working to support children's learning, gained in a relevant environment. 	AF/I
<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Very good numeracy/literacy skills at least equivalent to GCSE Grade C or NVQ2 Level 2 in English and Maths or equivalent and above. • NVQ Level 3 Early Years (or recognised equivalent qualification) for a Grade 4 post • EYFS Degree (or recognised equivalent qualification) for a Grade 5 post 	AF/I
<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice. • An understanding of the foundation stage curriculum and birth to three. • In depth understanding of areas of learning, e.g. Early Years. • Understanding of principles of child development and learning processes. • Ability to plan effective actions for pupils at risk of underachieving. • Effective use of ICT to support learning. • Use of other equipment technology – DVD, photocopier, IWB. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Excellent communication skills. 	AF/I/PE
<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. 	AF/I

<ul style="list-style-type: none"> • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	
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AF -Application form

I -Interview

PE - Practical Exercise

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***