



## **Job Description and Person Specification**

**Job title:** Early Years Practitioner

**Salary:** Bucks Pay range 1

**Contract type:** permanent

**Reporting to:** EYFS Leaders, EYFS AHT, Deputy Head teacher and Head Teacher

### **Job purpose;**

- To work as part of a team under the direction of the Head Teacher / Deputy head teacher / Assistant Head Teacher and EYFS Leaders
- To provide a secure, happy, caring and safe environment in which the emotional, physical, social, intellectual and spiritual needs of the children are met

### **Knowledge and understanding**

- Adopt the whole school and setting's ethos, targets, policies, codes of practice, code of conduct and action plans; ensuring statutory requirements are understood (in accordance with your role)
- Know, understand and be able to identify, in the context of observations and their own practice, the characteristics of good and outstanding provision
- Keep abreast of the Early Years Foundation Stage Curriculum, Development Matters and initiatives that are relevant to early years practice

### **Planning and setting expectations**

- Contribute to personalised planning and evaluate daily
- Take responsibility for and ensure key children are planned for weekly and that planning is referenced appropriately to the early years Foundation Stage Curriculum
- Ensure each and every child in Pre-school/Reception is challenged, supported and given equal opportunity to realise their potential through innovative planning and provision, which facilitates an appropriate range of adult-focused, adult-initiated and child-initiated activities.
- Follow the schools/settings policies and procedures related to planning and setting expectations consistently
- Ensure that any Special Support Plans, EHCP's and personalised strategies are followed, in collaboration with children, family members, the settings SENCO and outside agencies

### **Practice**

- Contribute to stimulating, interactive, child-centred indoor and outdoor environments that enrich and enhance provision and enable independence
- Devise and contribute to stimulating indoor and outdoor environments that enrich and enhance provision and enable independence
- As a key carer, support and ensure children and their families have a positive induction
- Ensure all children and families are prepared personally, socially and emotionally and for their transition to full-time statutory education

- Ensure interactions, including sustained shared thinking and adult initiated play meets the needs and interests of the children in their care, in order to facilitate outstanding and relevant characteristics of effective learning in order to be life-long learners
- Be responsible for high standards of behaviour in the setting, demonstrating consistent, effective and appropriate behaviour management strategies in the line with agreed policies
- Inform relevant staff including EYFS leaders and the Safeguarding team regarding concerns around a child's social, emotional or behavioural development
- To inform Room Leaders/Class Teachers and/or Preschool/Reception Leaders if a child is unwell, has had an accident or if medication is required. This is in accordance with the settings policies and procedures
- Participate in any meetings at the school which relate to the setting, support best practice and continuous professional development
- Undertake any special delegated duties as reasonably directed by the Extended Leadership Team

### **Monitoring, evaluation and assessment**

- Undertake evidence-based systems for assessment, including children's baseline assessments, termly summative assessment and on-going assessment using the EYFS and learning journey's
- To stay informed regarding child development
- Monitor and evaluate own assessment and observation systems, practices and outcomes in order to identify next steps for children

### **Children's outcomes**

- Use observations and any other relevant information to identify any children in the setting who are under-achieving and ensure this is shared with practice leaders
- Support pupils to achieve their potential and make progress at their own level

### **Relations with and between Children, parents and the wider community**

- Motivate and promote the general progress and well-being of children in the setting and build respectful relationships
- Engage parents in their child's learning
- Ensure that the school system for safeguarding the health and safety of pupils in EYFS, with particular reference to child protection, is followed exactly
- Articulate with Preschool Leaders/Class Teachers, Room Leader/Reception leaders, parents and child professionals regarding children's development and information sharing

### **Managing own performance development**

- Prioritise and manage your own time effectively
- Reflect on and evaluate their own effectiveness, as a practitioner, and use the outcomes to identify targets for professional development
- Participate in professional development, which aims to meet the needs identified through supervisions and appraisal objectives to improve children's learning and development

### **Managing resources**

- Maintain, manage, organise and keep resources clean and tidy
- Establish resource needs and advise relevant persons

### Personal Specification

Aspect	Essential	Desirable
<b>Knowledge and Experience</b>	<p>Knowledge, understanding and experience of the EYFS curriculum and the;</p> <ul style="list-style-type: none"> <li>• <i>Statutory Framework for the Early Years Foundation Stage</i></li> <li>• <i>Setting the standards for learning, development and care for children from birth to five</i></li> <li>• Development Matters in the Early Years Foundation Stage (EYFS)</li> <li>• Sound understanding of child development and children's needs</li> <li>• Understanding of how Pre-school children learn and how their individual needs can be assessed and met through child-centred provision</li> <li>• Experience of supporting children who have SEN and their families</li> <li>• Relevant and recent professional development and/or experience of childcare and education</li> <li>• Commitment to Safeguarding children, responsibilities for Child Protection and a commitment to equal opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Every Child Matters, SEN Code of Practice and other relevant legislation and initiatives</li> <li>• Knowledge and understanding of the UNCRC and the articles</li> <li>• An understanding of the new Ofsted framework</li> <li>• Experience of assessment and child-centred provision</li> <li>• Experience of Emotional, Social, and Health SEN needs</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• NVQ Level 2 in Early Years and Childcare or equivalent qualification</li> <li>• Willingness to undertake First Aid training</li> <li>• Willingness to be DBS-checked</li> <li>• Willingness to undertake child protection and safer recruitment training</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ Level 3, or above, in Early Years and Childcare or equivalent qualification</li> <li>• Qualified in First Aid / Paediatric First Aid</li> <li>• Holds a current BCC DBS-check</li> </ul>
<b>Skills, Abilities and Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A sound EYFS philosophy that values inclusion and the whole child</li> <li>• Effective communicator to children, staff, parents and carers, governors and any other stakeholders.</li> <li>• <i>Candidates should have the ability to converse at ease with our families, professionals and each other in accurate spoken English</i></li> <li>• Good interpersonal skills</li> <li>• An effective team member</li> <li>• Ability to remain calm and work under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to stand back from situations; appreciate wider implications and see issues from a whole setting perspective</li> <li>• Good ICT skills and use of Tapestry</li> </ul>

#### Notes:

This job description may be amended at any time in consultation with the postholder.