

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title	Pre-School Practitioner (Level 3)
School	Littleport Community Primary School and Pre-school
Responsible to	Pre-School Manager and Early Years Leader

Role	Practitioner for the Early Years Foundation Stage provision within the school.
Purpose of Job	To provide safe, high quality education and care for pre-school children fulfilling legal and statutory requirements. Support the Lead Practitioner to facilitate the active participation of children in the academic and social activities of the Pre-school. Contribute to raising standards of achievement for all pupils. This role may also include some time supporting with our Reception classes across the Early Years Foundation Stage.
Safeguarding Responsibility	We are committed to safeguard and promote the welfare of children and young people. It is a requirement of all staff that they share this commitment and follow the prescribed policy and procedures to continuously promote a culture of safeguarding across the whole setting.

MAIN RESPONSIBILITIES:

Children's Care and Development

- Support children in their emotional development:
 - Ensure a warm, welcoming & reassuring environment
 - Help children understand & express their feelings in a positive manner
 - Encourage activities that help children interact with others
 - Encourage independence and self-help in children
 - Implement planned activities that support the development of communication & language skills:
 - Encourage talking & listening activities
 - Know how to use equipment & materials appropriately to stimulate communication skills
 - Value the importance of music activities in promoting communication skills and lead small group music sessions
 - Value the importance of stories and rhymes and use small group sessions.
- Support children where English is not their first language
- Support activities that enable children's physical development both indoors & outdoors:
 - Supervise play activities
 - Encourage stimulating physical activities & play
 - Oversee children during quiet periods
 - Deal positively with disruptions & disturbances;
 - Maintain a relaxed atmosphere conducive to learning & development
- Help children with:
 - Eating & drinking skills, health and hygiene awareness
 - Toileting and self-care skills
- Support the integration of children with special needs
- Safeguarding:
 - Report any signs of illness, neglect or abuse
 - Work in relation to the school's policies covering this area
- Support inclusion in the Pre-school by:
 - Ensuring all pupils/students feel involved with tasks and activities
 - Encouraging the acceptance and inclusion of individuals with special needs, or with a different language or cultural background

Support for the curriculum

- Observe children's play and behaviour and record all progress
- Undertake record keeping as required, and with a sound knowledge of the Early Years Framework
- Evaluate the success of activities against agreed measures
- Have a developed understanding of the Early Years Framework and be able to use them when implementing planned activities
- Know and use relevant Pre-school/School policies
- Support school activities & play a role in facilitating school events.
- Attend professional training days and staff meetings
- Observe the School's policy on confidentiality

Relationships

- Maintain effective working relationships with colleagues
- Support colleagues & contribute to the school as a member of the team
- Attend and actively participate in staff meetings
- Take responsibility for own professional development and support others
- Maintain effective positive relationships with parents:
- Provide information & feedback
- Respond to parental concerns
- Attend parents' evenings & other events arranged for families
- Anticipate and act to prevent potential problems with individuals / groups
- Manage ongoing problems with individuals or groups
- Advise staff of potential problems with individuals or groups

Equipment, materials and environment

- Maintain a safe & reassuring physical environment
- Prepare & maintains displays which provide positive learning opportunities
- Comply with health & safety requirements
- Know the School procedures for accident and injury and be able to act upon them
- Comply with emergency procedures (when necessary)
- Prepare Pre-school areas and tidy away after each session

Support for School/Place of work:

- Participation in staff events by arrangement.
- Attend Staff Meetings.
- Contribute and participate in School events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the School's visions and values.
- Follow Pre-school/School policies, practices and procedures.

Data security:

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.
- To ensure records are properly maintained, e.g. daily attendance register, accident and incident book in line with school policy.

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the School on all issues to do with Health, Safety & Welfare.
- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
- Contribute to the maintenance of a safe and healthy environment.
- To ensure that the Pre-school is a safe environment for children, staff and others, that equipment is safe, standards of hygiene are high, safety procedures are implemented at all times and fire drills are regularly practised.

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/place of work efficiency, which may lead to improvements in the day-to-day running of the School.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

Child Protection and Safeguarding

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- To inform the Child Protection Officer of any issues relating to the safety and wellbeing of children.
- To promote and safeguard the welfare of children and young people, implementing safeguarding and child protection procedures including taking on the role of Designated Person under the supervision of the School's wider safeguarding team.

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with the line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Person Specification – Pre-School Practitioner

Assessment Key:
A = Application Form
I = Interview

Education and Qualification		Essential	Desirable	Assessment
1	English and Maths GCSE at grades A* - C (9-4) or equivalent.	✓		A
2	NVQ3/ L3 in childcare or equivalent qualification.		✓	A
3	A Forest School qualification (or the willingness to train to acquire one).		✓	A/I
4	Relevant Early Years Paediatric First Aid Training		✓	A
Experience		Essential	Desirable	Assessment
5	Experience in an Early Years setting.		✓	A/I
6	Good working knowledge of child development and learning processes, relevant legislations.		✓	A/I
7	Knowledge of Early Years Foundation Stage curriculum.		✓	A/I
8	Experience of effective communications with parents/carers.		✓	A/I
9	Implementation of the policies of inclusion and equal opportunities.		✓	A/I
10	Knowledge of procedures related to the safeguarding of children's welfare.		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment
11	Understanding of the education system		✓	A/I
12	A good knowledge of the SEND Code of Practice		✓	A/I
13	Understanding of how children learn		✓	A/I
14	Understanding of phonics, numeracy, and literacy development		✓	I
15	A sound grasp of the concept of inclusive practice		✓	I
16	Knowledge of the concept of confidentiality and to maintain throughout the role.	✓		I
17	Knowledge and experience of using basic diagnostic tests for identifying specific needs		✓	A/I
18	First aid certificate		✓	A
19	Ability to act as a positive role model and to inspire pupils as individuals.	✓		I
20	Able to use school ICT systems and undertake a range or administrative tasks.	✓		I
Skills and abilities		Essential	Desirable	Assessment

21	Skilled at making and sustaining positive relationships with children	✓		I
22	Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners	✓		I
23	Ability to use language and other communication skills that parents, and pupils and staff members can understand and relate to	✓		I
24	Excellent written and oral communication skills.	✓		I
25	Ability to contribute to team meetings and contribute ideas	✓		I
26	Able to deliver EYFS educational programmes evaluate and implement strategies to enhance learning.	✓		I
27	Take responsibility with minimum supervision, for delivering planned activities over an extended period to groups of children including those with special educational needs.	✓		I
Personal Qualities		Essential	Desirable	Assessment
28	Willingness to undergo further training and development	✓		I
29	Positive and enthusiastic approach towards work	✓		I
30	Ability to act on own initiative	✓		I
31	Kindness and empathy towards students and colleagues.	✓		I
32	Ability to work as part of a team effectively			I
Child Protection		Essential	Desirable	Assessment
33	Support the School's policies on safeguarding and child protection.	✓		A/I
Other		Essential	Desirable	Assessment
34	Flexibility of working hours	✓		A/I