

Post: Senior Early Years Practitioner
Responsible To: Class Teacher and Early Years Leader
Contracted Hours: 37 hours per week, 40 weeks per year
Salary: Grade H, Point 14
Start Date: 1st January 2023

Inspiring Futures through Learning (IFtL) is a family of schools who inspire all of our futures through learning together. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do. Exeter - A Learning Community prides itself on being the beating heart of the Exeter community. We are fully inclusive and provide for children no matter their gender, race or background. We have created bespoke and vibrant learning environments and engage children in a rich, skill and knowledge based curriculum.

We provide our youngest learners with an inspiring and innovative early years education enabling them to transition successfully into the main primary school. We believe in close working relationships with our parents/carers and pride ourselves on our inclusive, nurturing approach. Our nursery accepts children from age 2 in a hybrid spacious setting with our 3/4 year olds, where all the children have the opportunity to integrate as appropriate under careful adult supervision.

We are seeking to appoint a professional, passionate, committed Senior Early Years Practitioner to be part of our hugely improved school, dedicated to raising standards by forward thinking, inspiring and motivating children and nurturing and challenging them.

Aim and Main purpose

To work under the guidance of the Class Teacher and Lead for Early Years to support the delivery of the Statutory Framework for the Early Years and Foundation Stage. To take on the deputy/senior role within the team in our fantastic high quality nursery provision which caters for children between 2-4 years old.

Duties and responsibilities

- To support the school in providing a high quality childcare provision
- To work as part of a multi-disciplinary team within the school
- To supervise, manage and plan specific areas of activity as required
- To take the lead on specific areas of responsibility and/or projects that support the development of the EYFS (e.g. lead role in parent/staff liaison, development of outdoor curriculum)
- To make significant contributions towards planning, preparation, delivery and evaluation of learning experiences that enhance children's physical, intellectual, linguistic, emotional, social and moral development.

- To undertake observations and assessments of children's learning, play, progress and behaviour; creating and maintaining Special Learning Journey scrapbooks and contributing to Early Years Foundation Stage Profiles (EYFSP) using information technology as appropriate
- To contribute to monitoring and assessment procedures by assessing children's baseline upon admission and managing on-going assessment throughout the term
- To lead on home visits and support families through regular meetings with parents/carers to provide updates on children's progress and development needs
- To build close relationships with a group of key children and their parents/carers, and support these children's learning needs
- To lead daily intervention groups for targeted children as directed
- To deliver regular carpet sessions to key children
- To complete risk assessments for indoor and outdoor areas to ensure a safe learning environment
- To initiate, implement, set targets and review Pupil Support Plans through regular liaison with the Management and other practitioners (for SEN children this will be in collaboration with the SEND co-coordinator and parent)
- Staff are expected to provide support for each other, cover each other's areas of work during absences, to share information and to contribute generally to the smooth running of the setting. Staff may also be required to undertake other duties within their capabilities
- To act as a mentor to students, apprentices and volunteers on placement in the nursery, offering appropriate support as required
- To work across the EYFS as directed.
- To lead the EYFS nursery team and deputise in the absence of the Class teacher.
- The job holder will liaise with other professionals to provide information, reports for case conferences and network meetings.
- To lead CPD sessions for the staff in the nursery team and to work closely with members of the Reception team to support a high quality transition.
- To promote positive attachments and relationships with the children and parents by using Thera play and attachment strategies and techniques.

Generic Responsibilities of all Exeter – a learning community staff

- To work consistently to uphold School's belief that no child is born to fail.
- To exemplify and uphold the school's vision, values and ethos at all times particularly with regards to children's wellbeing and emotional development.
- To follow all school policies
- To work in a co-operative and polite manner with all stakeholders.
- To work with children in a courteous, positive, caring, and responsible manner always.
- To follow the child protection procedures. To ensure that children's safety and wellbeing is never compromised
- Demonstrate a keen interest and involvement in all aspects of school life
- To be polite, cooperative, and positive when communicating to other staff.
- To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.

- To work with visitors to the school in such a way that it enhances the reputation of the school.
- To seek to improve the quality of the school's service.
- To present oneself in a professional way that is consistent with the values and expectations of the school.

Other information

Inspiring Futures Through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow the Trust's safeguarding policies and procedures and to behave appropriately towards children at all times, both in work and in their personal lives.

All school-based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.

Person specification

CRITERIA	QUALITIES
Qualifications and experience	<ul style="list-style-type: none"> ➤ NVQ 3 in Early Years and Childcare or NVQ 6 is desirable ➤ Significant experience in a school/educational setting
Skills and knowledge	<ul style="list-style-type: none"> ➤ Ability to develop session plans to meet the needs of individuals and groups ➤ Careful use safekeeping of equipment and educational materials ➤ Ability to engage with young children to encourage their full participation in educational and social learning activities ➤ Ability to assist with the training and mentoring of new staff and students. ➤ Ability to find creative solutions to day to day problems in the school environment ➤ Supervise groups of young children in an Early Years setting or approved external setting ➤ Work well alongside support staff, volunteers or students in the delivery of activities ➤ Use and safekeeping of classroom equipment ➤ Keeping accurate records ➤ Be fully aware of, and act in compliance with all ITFL and legal policies and procedures in relation to the health, welfare and safety of children ➤ Be aware of opportunities for self-improvement wherever possible

Personal qualities	<ul style="list-style-type: none"> ➤ Enjoyment of working with children ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding pupil's wellbeing and equality ➤ A good sense of humour and values the impact of teamwork.
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