**Job Description**

Post Title : **Early Years Practitioner**

Grade : **S5, Point 12-15**

Line Manager : **Executive Headteacher**

## Main purpose of the job

* To work in accordance with the Early Years Practitioner standards
* In the early years setting, to support the class teacher in the planning and implementation of activities with individual pupils, groups of pupils, and sometimes the whole class to promote effective teaching and learning across the 7 areas of the EYFS.
* To provide support to the class teacher in the management and organisation of the pupils and the classroom.
* To conduct whole class teaching input, where necessary, within an appropriate system of supervision by a qualified teacher.
* To supervise the whole class during the short term absence of the class teacher (with appropriate supervision by a teacher, as necessary, not necessarily based in the class).
* To plan, prepare, deliver, assess and mark learning activities for individuals or groups of pupils under an agreed system of supervision.
* To support the teacher in creating and maintaining a purposeful, orderly and supportive learning environment, in both the inside and the outside classroom.
* To use training, knowledge and experience to improve work with young children and their families.
* To promote the inclusion of all pupils.
* To deliver Outstanding teaching and learning in both the inside and outside classroom.
* To safeguard all pupils and to protect them from harm at all times.

## Supervisory responsibility

Does not directly supervise other employees but can be given supervisory responsibility for temporarily assigned students or work placements, including on the job training, allocation and day- to- day mentoring, and giving informal feedback as appropriate.

## Main responsibilities and tasks

1. To work closely with the teacher to assist in the planning, development and delivery of all 7 areas of the Early Years/Foundation Stage curriculum, both inside and outside, in order to meet the learning interests and needs of children in all areas of learning, and extend them where necessary.
2. To contribute to the review and further development of the Foundation Stage curriculum in the setting.
3. In the short term absence of the teacher, to lead on all planned activities and behaviour management to provide continuity for the children.
4. To use own knowledge of the individual and diverse ways that children learn and develop to meet their different needs, establish positive and sensitive relationships with the children, act as a role model and set high expectations.
5. To effectively support progress of all groups of children.
6. To assist in the development of children’s basic ICT skills and support the use of ICT in developing imaginative and active learning opportunities.
7. To help select and plan the development of resources necessary to lead learning activities, taking into account children’s interests, language and cultural backgrounds.
8. As part of the Early Year’s team, to prepare the inside and outside classrooms for adult led activities and child initiated learning from high quality continuous provision. To ensure children have significant lengths of time to freeflow between these areas and to engage deeply in activities.
9. Ensure that resources and equipment are high quality, safe and hygienic. Resources are available and cleared away at the end of the lessons as appropriate.
10. In consultation with the class teacher, to be involved in planning and completing classroom displays.
11. To support assessments throughout the year and to monitor and evaluate children’s learning agreed assessment and monitoring tools. To contribute to EHCP targets and reviews.
12. To provide objective and accurate feedback and reports as required on pupil achievement, progress and related matters to the teacher and other agencies as appropriate, e.g. completing learning journals.
13. To develop positive and professional relationships with parents and carers to support their role in pupils’ learning, providing constructive feedback on pupil progress/achievement, etc. This may be on a day-to-day basis, through parents meetings or through home-school liaison visits.
14. As part of the Early Year’s Team, assist pupils in developing independence in self-care and personal hygiene.
15. To offer care and attention to children when they are unwell, in accordance with the School’s policy, and to offer care and support to children who are distressed or unsettled.
16. To provide support for the pupils’ emotional and social needs by encouraging and modelling positive behaviour in line with the School’s Behaviour policy and demonstrate high standards of work and behaviour.
17. To encourage pupils to interact and work co-operatively with others.
18. To comply with and 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.
19. To attend relevant meetings, including staff meetings, and participate in training opportunities and professional performance development, as required.
20. To supervise children on visits, trips and out of school activities in accordance with arrangements agreed with an appropriate teacher.
21. To supervise pupils in the outside classroom throughout the year, in all weathers, on an equal rota basis with all other staff in the EYFS.
22. To comply with changes to GDPR as of May 2018.
23. Any other broadly analogous duties as required by the Headteacher.

**Person Specification**

**Key Criteria in addition to the statements in the Advert**

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|  |  | **Essential** | **Desirable** |
|  | **Qualifications** |  |  |
|  | Possess a qualification at degree level or equivalent |  | ✓  \*essential if considering a teaching career |
|  | A recognised qualification in child development/Early Years | ✓ |  |
|  | To hold a recognised qualification in First Aid |  | ✓ |
|  | Willingness to participate in development and training opportunities | ✓ |  |
|  | **Experience** |  |  |
|  | Experience of working in a school Reception class or a Nursery, following the EYFS and planning Teaching and Learning across all 7 areas of the EYFS | ✓ |  |
|  | Experience of helping to deliver high quality teaching and learning under the guidance of a teacher | ✓ |  |
|  | Experience of assessing and monitoring children’s achievement |  | ✓ |
|  | **Knowledge and Understanding** |  |  |
|  | Excellent working knowledge of the EYFS, how children learn and the importance of outdoor learning and multi-sensory experiences | ✓ |  |
|  | Knowledge and understanding of different schemas and how to support these through learning play. | ✓ |  |
|  | Understanding of how to set up high quality continuous provision that enables children to make progress daily while engaged in child initiated activities | ✓ |  |
|  | Knowledge of issues relating to underachievement of children |  | ✓ |
|  | Knowledge, understanding and commitment to equal opportunities |  | ✓ |
|  | **Skills and Abilities** |  |  |
|  | To be able to demonstrate excellent literacy and numeracy skills | ✓ |  |
|  | Excellent communication, planning and organisational skills | ✓ |  |
|  | Ability to use initiative under direction of Phase Leader and class teacher |  | ✓ |
|  | Ability to develop and maintain good working relationships with the whole school community |  | ✓ |
|  | Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these |  | ✓ |
|  | Ability to be flexible and positive |  | ✓ |
|  | Ability to use classroom materials and equipment including information and communication technology (ICT), video, photocopier | ✓ |  |
|  | An awareness of strategies for managing pupils with challenging behaviour |  | ✓ |
|  | Ability to show initiative and respond to situations appropriately including those involving learning or incidences of behaviour |  | ✓ |