



EARLY YEARS EDUCATOR

Summary of main conditions of service, full job description and person specification

General Terms and Conditions:

- Term Time Only 39 weeks • 36 hours per week.
- Scale 5, Spinal points 12-15 Pro Rata £30,455.44 - £31,814.27
- NJC for Local Government Services (Green Book)

JOB DESCRIPTION

Purpose of the Job

The Early Years Practitioner will be responsible to and work under the direction of the class teacher or Early Years Leader. They will contribute to the overall ethos, work and aims of the school and participate in training and other learning activities as required.

Main Duties

1. Be a key worker for a group of children, observing and assessing their learning and making contributions to the records of their progress.
2. Through interaction, observe, record and assess the needs of individual children.
3. Assist the teacher to plan and organise children's learning through play and appropriate learning experiences.
4. Assist the teacher to monitor and evaluate children's progress.
5. Keep records of children's development, as required by the school.
6. Promote personal, social and emotional development (PSED) through good health, safety and caring practices.
7. Under the direction of the teacher to plan and provide appropriate learning experiences for children with special educational needs and gifted/talented children.
8. Assist teaching staff in planning the delivery of the curriculum for individuals and groups.
9. Actively engage in the delivery of teaching and learning activities developed in conjunction with teaching staff.
10. Liaise with parents and carers as appropriate and assist teaching staff in liaising with outside agencies and the community.

11. Under the direction of the teacher to plan and implement specific programmes for children for whom English is an additional language.
12. Responsible, with teaching and other staff, for children participating in school outings.
13. Adheres to health and safety guidelines and practices at all times.
14. Ensures that equal opportunities policy and practice are applied at all times.
15. Support and develop parental participation and good relations with the community.
16. Participate in visits and functions outside of school hours if required on an exceptional basis.
17. Responsible for initial reporting on child protection matters.
18. Under the direction of the teacher, assists in supporting children and families through crisis.
19. Be involved in the purchasing, utilising and maintaining appropriate resources associated with delivering the curriculum.
20. Work collaboratively with other professionals from a variety of disciplines (e.g. speech therapists, psychologists, health visitors.)
21. Take responsibility in the absence of the teacher for short periods when the teacher leaves the room or nursery area.
22. Administer under supervision prescribed drugs and medical procedures to specific children following appropriate training.
23. Under the direction of the teacher devise and assist with the implementation of individual feeding and toileting programmes as required.
24. As directed, take responsibility for an area of the EYFS curriculum.
25. As a key worker take responsibility for sharing information about children's progress with their parents, and complete formative and summative records.
26. As directed, take responsibility for developing and maintaining formal and informal links with local playgroups and other EY networks, and after school care groups.
27. Assists with the supervision of student students and work placements, including the preparation of a suitable work programme, support and assessment.
28. To be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to your role within the School.
29. To be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to your work role.
30. To ensure that your line manager is made aware and kept fully informed of any concerns which you may have in relation to safeguarding and/or child protection

PERSON SPECIFICATION : EARLY YEARS PRACTITIONER

| Outline of Key Abilities | |
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| <p>You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when writing your personal statement which you will find under Section 6 of the application form. Please read the candidate guidance under that section</p> | |
| Key: | |
| E – Essential | D – Desirable |
| R – References | I – Interview/Selection Process |
| A – Application Form | |

| Qualifications and Training: | | E | D | A | R | I |
|------------------------------|---|---|---|---|---|---|
| 1 | Essential Nursery Nurse Qualification such as CACHE Level 3, NVQ1 or BTEC level 3 | ✓ | | ✓ | | |
| 2 | Good level of literacy and numeracy | | ✓ | ✓ | | |

| Experience: | | E | D | A | R | I |
|-------------|---|---|---|---|---|---|
| 3 | Current successful experience of working in an early years setting within a primary school environment | ✓ | | ✓ | ✓ | ✓ |
| 4 | Proven and successful track record of encouraging the development of children aged 0 – 5. | ✓ | | | ✓ | ✓ |
| 5 | Creating an engaging and diverse range of playground activities and games which encourages children participation | | ✓ | ✓ | ✓ | |

| Professional Knowledge and Skills: | | E | D | A | R | I |
|------------------------------------|---|---|---|---|---|---|
| 6 | Knowledge and understanding of the requirements of the National Curriculum. Confident in working with children within the early years setting one-to-one or in small groups | ✓ | | ✓ | | ✓ |
| 7 | Able to build relationships with and communicate and liaise with parents and families | | ✓ | ✓ | | ✓ |
| 8 | To support all children in their learning including those with identified needs | ✓ | | ✓ | ✓ | |
| 9 | Be able to make clear observations, assessments and reports | ✓ | | ✓ | ✓ | ✓ |
| 10 | Model good behaviour | ✓ | | ✓ | ✓ | ✓ |
| 11 | Extend children’s thinking skills and suggest ways of developing learning | | ✓ | ✓ | | ✓ |
| 12 | Encourage good social skills | ✓ | | ✓ | | ✓ |
| 13 | Take an active involvement in planning | ✓ | | ✓ | ✓ | ✓ |
| 14 | Must have the personal attributes of being able to remain calm, show empathy, have enthusiasm, be flexible and show initiative | ✓ | | ✓ | ✓ | ✓ |
| 15 | Commit to working with discretion and ensuring that school related matters are treated with utmost confidentiality | ✓ | | ✓ | ✓ | |
| 16 | Use ICT effectively to support learning | | ✓ | ✓ | | ✓ |

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|----|---|---|---|---|---|---|
| 17 | Participate in development and training opportunities | ✓ | | ✓ | ✓ | ✓ |
| 18 | Ability to relate well to children and adults | ✓ | | ✓ | ✓ | ✓ |
| 19 | Work constructively as part of a team, understanding school roles and responsibilities and your own position within these | ✓ | | ✓ | ✓ | ✓ |
| 20 | Working knowledge of Development Matters | | ✓ | ✓ | | ✓ |

| Personal Qualities: | | E | D | A | R | I |
|---------------------|--|---|---|---|---|---|
| 15 | Excellent communication, organisational and interpersonal skills with both adults and children | ✓ | | ✓ | ✓ | ✓ |
| 16 | Able to form and maintain appropriate professional relationships and boundaries with children and young people | ✓ | | ✓ | ✓ | ✓ |
| 17 | Commitment to the aims of the school | ✓ | | ✓ | | ✓ |
| 18 | Flexibility, sensitivity and the ability to find solutions | ✓ | | ✓ | | ✓ |
| 19 | Excellent record of personal attendance and punctuality | ✓ | | ✓ | ✓ | |

| Safeguarding and Equal Opportunity: | | E | D | A | R | I |
|-------------------------------------|--|---|---|---|---|---|
| 20 | Knowledge and understanding of relevant legislation and guidance in relation to working with, safeguarding and the protection of children. | ✓ | | ✓ | | ✓ |
| 21 | Understands the importance of ensuring that all children and staff feel safe and included | ✓ | | ✓ | | ✓ |
| 22 | Understanding of equality of opportunity issues and how they can be addressed in schools | ✓ | | ✓ | | ✓ |
| 23 | Commitment to safeguarding and protecting the welfare of children | ✓ | | ✓ | | ✓ |
| 24 | Understanding of how pupils with special needs may be supported and included within a primary classroom | ✓ | | ✓ | | ✓ |