



Early Years Practitioner Job Specification

36 hours per week

39 weeks

Scale 5

Accountable to: EYFS/KS1 Leader, Senior Leadership Team

Liaises with: Class teacher, EYFS/KS1 Leader, Senior Leadership Team

JOB PURPOSE

To work as part of the Early Years Foundation Stage (EYFS) team to provide high quality early years' provision for children, undertaking work, care and support programmes to enable access to learning for all pupils within the Early Years Foundation Stage.

To work under the direction/guidance of the class teacher, EYFS/KS1 Leader or senior leaders to support the delivery of quality learning and teaching to help raise standards of progress and development of all pupils, some of whom may have special educational needs.

To be a trained Paediatric First Aider.

Work may be carried out in the classroom or outside the main teaching area.

Some break and lunchtime supervision will be required.

DUTIES AND RESPONSIBILITIES

SUPPORT FOR PUPILS:

- To be a key worker for a group of pupils, observing and assessing their learning and making contributions to the records of their progress;
- To work alongside families to ensure that there is a seamless transition for pupils into the early year's provision so that they feel settled and happy as quickly as possible and families feel secure in leaving their children at the school;
- To supervise and provide particular support for pupils, ensuring their safety and access to learning activities;
- To develop a knowledge of a range of learning support needs and an understanding of the specific needs of the pupils to be supported;
- To be aware of each pupil's background and experiences and use these as a resource for the wider class group;
- To work as part of a team to ensure that the well-being, behaviour and personal development of pupils enhances their learning and development through good health, safety and caring practices.
- To be aware of pupil's targets in order to make the most of all learning opportunities;
- To aid pupils to learn as effectively as possible both in group situations and on their own by, for example:
 - clarifying and explaining instructions;
 - ensuring pupils are able to use equipment and materials provided;



- assisting in specific areas, e.g. language, behaviour, social skills, motor skills, phonics, writing, early mathematical skills, etc;
 - helping pupils to concentrate on and complete learning activities set;
 - meeting physical needs as required whilst encouraging independence;
 - assisting with the development and implementation of Individual Support/Behaviour Plans and Personal Care programmes;
 - developing appropriate resources to support pupils;
 - providing support for individual pupils inside and outside of the classroom to enable them to interact with others and engage in activities led by the teacher.
- To foster the growth of pupil's language and their enjoyment of the written and spoken word by:
 - Talking with individuals and small groups;
 - Encouraging a repertoire for pupils to draw upon through experience of rhymes, stories, jingles and songs;
 - Valuing each pupil's heritage and language, supporting and encouraging their learning of English;
 - Fostering a love of reading and interest in books.
- To establish a constructive relationship with pupils and interact with them according to individual needs;
- To promote the inclusion and acceptance of all pupils;
- To set challenging and demanding expectations and promote self-esteem and independence;
- To provide the necessary pastoral care to enable pupils to feel secure and happy.

SUPPORT FOR TEACHERS:

- In partnership with the class teacher and other team members, develop and plan a range of activities which will take account of the differing ages and needs (including SEND) of each pupil so that all pupils are given opportunities to develop and learn to their full potential.
- Actively engage in the delivery of teaching and learning activities developed in conjunction with teaching staff.
- Monitor pupil's responses to learning activities and accurately record pupil's development and achievement as required by the school;
- Through interaction, observe, record and assess the needs of individual children in line with the school's agreed policy and procedures;
- Provide detailed and regular feedback about pupils to the teacher using the agreed reporting and recording procedures;
- As a keyworker, take responsibility for sharing information about pupil's progress with their parents, and complete formative and summative records;
- Promote good behaviour, dealing promptly with conflicts and incidents in line with the school's policy, and encourage pupils to take responsibility for their own behaviour;



- Ensure the maintenance of a safe, clean and organised learning environment, ensuring that indoor and outdoor areas are prepared for each day's activities to a high standard so that pupils are able to develop, learn and play in a safe, clean and healthy environment;
- Support class teachers in the preparation of resources and other tasks in order to support teaching;
- Liaise with parents and carers as appropriate and assist teaching staff in liaising with outside agencies and the community;
- Under the direction of the teacher, devise and assist with the implementation of individual feeding and toileting programmes as required.

SUPPORT FOR THE CURRICULUM:

- As directed, take responsibility for an area of the EYFS curriculum;
- Assist teaching staff in planning the delivery of the curriculum for individuals and groups;
- Undertake structured and agreed learning activities/teaching programmes, of which some may be leading small groups, adjusting activities according to pupil responses;
- Take responsibility, with teaching and other staff, for pupils participating in school educational visits;
- Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and feeding back to the teacher;
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use;
- Assist with the purchasing, preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum;
- Deliver extra-curricular activities to enhance the curriculum provision.

SUPPORT FOR THE SCHOOL:

- Contribute to the overall ethos, work and aims of the school, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop;
- Be a trained Paediatric First Aider;
- Administer prescribed drugs and medical procedures to specific pupils following appropriate training;
- Take regular responsibility for playground and lunchtime supervision duties;
- Take responsibility in the absence of the teacher for short periods when the teacher is not in the EYFS setting;
- Liaise, advise and consult with other members of the wider school team supporting pupils as appropriate;
- Establish constructive, professional relationships with parents and carers, supporting and developing parental participation and good relations with the community;
- As directed, take responsibility for developing and maintaining formal and informal links with local playgroups and other early years networks, and after school care groups;



- Work collaboratively with other professionals from a variety of disciplines (e.g. speech therapists, psychologists, health visitors), demonstrating tact and diplomacy in all interpersonal relationships with others;
- Assist with the supervision of students and work placements, including the preparation of a suitable work programme, support and assessment;
- Actively participate in training, other learning activities, performance development, staff meetings and other relevant meetings as required;
- Actively participate in the general life of the school (e.g. assemblies, festivals, staff meetings, visits, etc) and functions outside of school hours if required on an exceptional basis;
- Prepare and present displays as required;
- Take responsibility, with teaching and other staff, for the supervision of pupils outside of lesson times, e.g. break times, clubs, extra-curricular activities, educational visits;
- Under the direction of the teacher, EYFS/KS1 Leader or Senior Leaders, assist in supporting children and families through crisis;
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, behaviour, health, safety and security (including fire drills), confidentiality and data protection, reporting all concerns to an appropriate person;
- Set a good example in terms of dress, punctuality and attendance;
- Have due regard for safeguarding and promoting the welfare of children and young people, following the child protection procedures adopted by Wandsworth and the school's safeguarding policy.
- 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 the role within the school.
- Be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the role;
- Ensure that the DSL is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection.

Additional Duties

- Undertake other duties that the Headteacher may reasonably ask.