



EARLY YEARS PRACTITIONER JOB DESCRIPTION & PERSON SPECIFICATION

Term Time Only plus Insets

Post: Early Years Practitioner

Responsible to: Head Teacher

Key Outcomes:

1. To work under the guidance of the Class Teacher and Early Years Phase Leader, within an agreed system of supervision, to:

- Support the implementation of an agreed range of activities with individuals/groups of students within or outside of the EYFS class.
- Prepare resources to support an enabling learning environment, both indoors and outdoors.
- Generally assist pupils in undertaking both adult directed and child initiated activities, interacting with them to support their learning and development.
- Assist the Class Teacher in the observation, assessment and planning cycle. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed -carry out long and short observations.

2. Supervision:

- To ensure the safety and welfare of children in EYFS.
- To assist with the general supervision of pupils during play times and/or when required, interacting with children while they play both indoors and outside.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group, under the guidance of the Class Teacher and EYFS Phase Leader

3. Working with the children:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupils' responses/needs.
- Establish productive working relationships with pupils, parents and staff, acting as a role model and setting high expectations for behaviour and learning.
- To promote and reinforce children's self-esteem.
- Encouraging pupils to interact and work co-operatively with others and engaging them in activities.
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.
- Interacting with pupils and supporting development of their knowledge, skills, attitudes, problem solving and thinking.
- To understand and contribute to the required areas of learning, stages of development and assessment in order to support pupil' learning and progress.

4. Working with teachers and other professionals:

- Working with the Class Teacher to establish an appropriate safe and secure learning environment.
- Working with teachers, professionals and other team members, to share information, liaise and agree upon a recommended course of action, prior to discussions with parents.

5. Working with parents:

- To ensure that parents/carers are welcomed, involved and regularly informed of each pupil's activities and progress.
- Liaising sensitively and effectively with parents/carers as agreed with the Class Teacher

6. Supporting the curriculum:

- To follow the planning and to provide a programme of activities suitable to the age range of students within each group.
- Contributing recommendations to the team, regarding planning for future learning.

7. Health and Safety:

- To take shared responsibility for standards of safety, hygiene, security, cleanliness and tidiness throughout the nursery setting.
- Organising the availability and use of general and specialist play equipment and other resources, including checking to ensure they are clean, safe and secure to be available to young children.
- To maintain the highest level of cleanliness and hygiene in personal care and food preparation.

8. Physical demands:

- The post requires working with young children, including bending, kneeling and crouching for periods of time. It may also involve occasionally lifting or holding children during planned activities, and also may include cleaning bodily fluids as well as toileting duties.

9. Working Conditions:

- The post involves significant elements of inside and outside work, including leading learning in an outside environment e.g. building a snowman with young children.
- Exposure to moderate noise, especially whilst working inside the class, e.g. a music session with young children.
- Other environments may include occasional trips to places of interest, e.g. local farm.

10. CPD

- To attend relevant courses and learning activities in order to update knowledge as required.
- To take opportunities to develop own areas of interest and expertise and to use these to advise and support others or to organise specific projects.

General Accountabilities:

- So far as reasonably practicable, the post holder must promote safe working practices by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and service users. These are defined in the Corporate Health, Safety and Welfare policy, departmental policies and codes of practice.
- Work in compliance with Codes of Conduct, Regulation and policies of The Dolphin School, and its commitment to equal opportunities.
- Ensure that output and quality of work is of a high standard and complies with current legislation/standards.
- To cover for absent colleagues as requested.
- To undertake other duties that the Headteacher of The Dolphin School may reasonably request.

Organisation:

- To comply with policies and procedures relating to child protection and safeguarding, health and safety, confidentiality and data protection, freedom of information and report all concerns to the appropriate person.
- To be aware of and support difference and ensure equal opportunities for all.
- To contribute to the development and implementation of the overall ethos/work/aims of the academy.
- To develop positive relationships and communicate with other agencies/professionals.
- To develop constructive relationships and liaison between managers/teaching staff and support staff.
- To develop learning relationships with parents/carers.

This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust and its academies. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework.

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CRITERIA	ESSENTIAL	DESIRABLE	SOURCES OF EVIDENCE
Qualifications	GCSEs at Grade C or above in English and maths (or equivalent qualifications). Recent and relevant professional development. Paediatric first aid certificate or willingness to be trained in paediatric first aid. NVQ Level 3 or equivalent relevant to EYFS.	Any other training relevant to this post e.g. positive behaviour management. Willing to pursue further qualifications to support own professional development.	<ul style="list-style-type: none"> • Application
Experience	Experience of working effectively supporting children in a learning environment in EYFS. Understanding of principles of child development and learning processes and barriers to learning.	Experience of planning and delivering interventions to improve pupil progress. Experience of working with children with EAL. Experience of working with children with communication and language delay.	<ul style="list-style-type: none"> • Application • Interview
Professional	Commitment to continuing		<ul style="list-style-type: none"> • Application

Development	personal and professional development.		<ul style="list-style-type: none"> • Interview
Knowledge & Skills	<p>Knowledge of positive behaviour management strategies.</p> <p>Ability to communicate effectively to a range of audiences (verbal, written, using ICT as appropriate)</p> <p>A good understanding and working knowledge of the EYFS curriculum.</p>	<p>Wide experience of contributing to learning journals through long and short observations.</p> <p>Knowledge of the Read Write including programme for teaching early phonics.</p> <p>Knowledge of how children with SEN learn and the adaptations to interactions and provision required.</p>	<ul style="list-style-type: none"> • Application • Interview • Assessment
Personal Qualities	<p>Energy, patience, a good sense of humour and enthusiasm.</p> <p>The ability to remain calm, be organised and flexible.</p> <p>Ability to work effectively in a team.</p> <p>Willingness to ask for support when necessary.</p> <p>The ability to establish and maintain effective and positive working relationships with parents and carers.</p> <p>Committed to own professionalism and collaboration with others.</p> <p>The ability to maintain effective professional relationships with all members of a team.</p> <p>The ability to take initiative and deal with the unexpected.</p>		<ul style="list-style-type: none"> • Application • Interview • Assessment

E-ACT is committed to safeguarding and promoting the welfare of young people and vulnerable adults, and all appointments are subject to enhanced Disclosure & Barring Service (DBS) checks and satisfactory references.