

Job Description and Person Specification

DATE	SIGNATURE

Role

Early Years Practitioner
Beckfoot Trust
Salary/Grade: Band 6
Reporting to: Phase Leader

JOB DESCRIPTION

Corporate Responsibilities

- Promoting and working within an Early Years setting, meeting the needs of the children, family and community, working with colleagues and supporting students to achieve top 10% outcomes in a remarkable learning environment
- Adhere to the principles of alignment in the One Trust Contract
- Ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust.
- Contribute to a culture of relentless improvement, where feedback is a gift
- Lead and uphold an individual and organisational commitment to safeguarding and promoting the well-being of children; being hyper-vigilant in all interactions with pupils and adults and reporting any concerns or suspicions, no matter how small, to the Designated Safeguarding Lead (Pupils) / Headteacher (Staff)
- Comply with all policies, procedures, working practices and regulations, in particular, Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- Be accountable to and carry out any reasonable request from the Headteacher / Line Manager

This is a school-based role that will involve contact with children

Key Duties and Responsibilities

- Work within the schools policies, under the direction and guidance of senior staff and within an agreed system of supervision, making decisions using initiative where appropriate within established working practices.
- Promote positive values, attitudes and good pupil behaviour dealing promptly with conflict and incidents inline with established policies.
- Work to a Key Worker system to provide care and education through the provision of stimulating enjoyable and constructive activities appropriate to the child's age and abilities to ensure physical, social, emotional and intellectual development, taking into account diversity (e.g. Language, culture, ability, race and religion).
- Establish good relationships and high expectations with both the children and their families, through home visits (when possible) and in a pastoral role for a group; taking account of parental concerns and deal with them sensitively under direction of the teacher where necessary.
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher to support the achievement and progress of pupils.
- Assist and support colleagues wherever required in order to ensure the smooth running of the setting and contribute to relevant meetings.
- Supervise and support children at all times including school visits, trips and out of school activities.
- Ensure the physical needs of children are being met and maintain high standards of cleanliness and hygiene (e.g. washing, dressing and toileting).
- Support children in their learning both inside the setting and in outdoor play areas, recognising and responding to their individual needs, ensuring all children are engaged in appropriate activities.
- Determine the need for, prepare and maintain equipment and resources including specialist resources and help the children in their use (e.g. outdoor or indoor play equipment), being responsible for the care of all equipment and materials within the setting.
- Be aware of and ensure that as a team member the setting meets required standards as laid down by Ofsted Early Years Directorate.
- Act as a key worker for a group of children for part of each day.
- Deal with any immediate problems or emergencies using the schools policies and procedures, liaising with the teacher where required (e.g. an injured or sick child).
- Supervise whole classes and groups in the absence of teaching staff, maintaining the planned range of activities in the classroom and/or outdoor play areas in accordance with the short term planning.
- Monitor and evaluate the children's response to learning activities as part of the planning cycle.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibilities and participate in feedback sessions or meetings (as directed by the teacher) with parents promoting the policy on parental involvement.
- Prepare accurate feedback and detailed records, recording children's physical, care and educational progress and achievements against pre determined learning objective, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating systems as agreed with the teacher, contribute to reviews of systems as requested.
- Perform allocated tasks with limited supervision.
- Take delegated responsibility in the supervision and guidance of students on work placement, trainees and voluntary helpers.
- Provide general clerical/administrative support.
- To provide intimate personal care for students as required.

JOB DESCRIPTION

Professional Development

- Be committed to own professional development, demonstrating the desire to be better tomorrow than you are today
- Establish and participate in training opportunities, meetings, and networks to support and maintain excellent skills, techniques and knowledge in teaching role
- Seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities
- Actively engage in the school coaching offer and appraisal process
- Under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD)
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Advanced Threshold Fluency Duty Required

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.

Date: March 2024

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks.

Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager. The Job Description will be reviewed with the post-holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.

PERSON SPECIFICATION

Early Years Practitioner

	Essential Requirements	Desirable Requirements	How Identified
Qualifications	- Minimum of five GCSE (A-C/4+) including English and Maths or equivalent e.g., Adult Literacy/Numeracy at level 2 - Level 3 Early Years Qualification	- Evidence of relevant CPD activities - First Aid certification or willing to work towards	Application
Experience	- Training in cross curriculum Planning and approaches to learning and key areas of need e.g. Autism, ADHA, and Tourette's. - Experience of cross curricular collaborative approaches to education. - Experience and understanding of the benefit of Early Years practice		- Application - Interview
Knowledge, Skills and Ability	- Ability to relate well and work effectively with children and adults - Initiative to develop own practice advance pupil learning - Understand varying needs of Pupils and how to overcome barriers to learning - Understanding of SEND - Good planning and organizational skills - Work constructively as a part of a team - Excellent communication and interpersonal skills - Able to use IT and relevant Software effectively to support learning - Knowledge of relevant policies and guidance and awareness of relevant legislation	Awareness of relevant regulations	- Application - Interview
Character/ Values	- High commitment to safeguarding and promoting the welfare of children - A passion for education and a deep felt desire to make a difference for young people - Commitment to support and promote inclusion, diversity, and equality - Driven by values and aligned to the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty, and leadership - Humility: a recognition that the more you know, the less you know! Not being afraid to say, 'I don't know' - Emotionally intelligent: know when to direct and when to challenge - Present a positive perspective; able to listen and show awareness of	Flexible and hard working	- Application - Interview

PERSON SPECIFICATION

	Essential Requirements	Desirable Requirements	How Identified
	other's sensitivities; have personal pride and lead by example Understand the importance of work/ life balance		
Personal Circumstances	- Legally entitled to work in the UK - Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 - Flexibility to support out of hours activity		- References - Interview