

Dual Role Job Description

EYFS Practitioner (Age 3+)

&

Outdoor Learning Practitioner (4–11 SEMH)

Key Priorities Across Both Roles

Trauma-Informed Practice

- Understanding how adverse experiences impact behaviour and development.
- Prioritising safety, consistency, and relationship-building.
- Responding to behaviour with empathy and curiosity, not punishment.

Teamwork

- Working collaboratively with colleagues to ensure consistency for children.
- Sharing knowledge, observations, and strategies.
- Contributing positively to a supportive, reflective team environment.
- Flexibility to support the needs of the pupils alongside colleagues

Safeguarding

This role requires a strong commitment to safeguarding and promoting the welfare of children. The post holder will be subject to an enhanced DBS check.

Part 1: Job Title

EYFS Practitioner (Level 3 Qualified – 3-Year-Old Nursery Provision)

Job Purpose

To provide high-quality early years education and care for 3-year-old children, supporting their learning, development, and emotional wellbeing through play-based and nurturing experiences. The role requires a strong commitment to **team collaboration** and **trauma-informed practice**, recognising the impact of early experiences on development and behaviour.

Key Responsibilities

1. Teaching & Learning (Age 3+)

- Plan and deliver engaging, play-based learning tailored to 3-year-olds.
- Support development across EYFS prime areas:
 - Communication and Language
 - Personal, Social and Emotional Development
 - Physical Development
- Create a safe, predictable, and nurturing environment that supports emotional security.
- Use a **trauma-informed approach** to respond sensitively to children's behaviour and needs.

2. Child Development & Wellbeing

- Foster strong, secure attachments with children.
- Support emotional regulation, confidence, and independence.
- Recognise signs of distress or developmental need and respond appropriately.
- Promote inclusive practice for all children.

3. Observation & Assessment

- Observe and assess children's development in line with EYFS.
- Use knowledge of attachment and early trauma to inform planning and responses.
- Maintain accurate records and contribute to learning journeys.

4. Safeguarding & Welfare

- Maintain a safe, caring, and consistent environment.
- Follow safeguarding procedures, with awareness of vulnerability and early adversity.
- Ensure all welfare and supervision requirements are met.

5. Teamwork & Communication

- Work collaboratively as part of the EYFS team to ensure consistency and high-quality provision.
 - Share information effectively with colleagues to support children's needs.
 - Build positive relationships with parents/carers, demonstrating empathy and understanding.
 - Contribute to a supportive team culture that reflects trauma-informed values.
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Essential Requirements

- Level 3 Early Years/Childcare qualification.
 - Experience working with 3-year-old children.
 - Understanding of EYFS framework.
 - Commitment to teamwork and trauma-informed practice.
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Part 2: Job Title

Outdoor Learning Practitioner (Primary Phase – SEMH Support)

Job Purpose

To deliver and support small group outdoor learning provision for pupils aged 4–11, particularly those with Social, Emotional and Mental Health (SEMH) needs. The role uses nature-based approaches alongside trauma-informed practice to support engagement, emotional regulation, and positive behaviour, working collaboratively within a wider staff team.

Key Responsibilities

1. Outdoor Learning Delivery (Ages 4–11)

- Plan and deliver engaging outdoor sessions including forest school, nature-based learning, and practical activities.
- Adapt sessions to meet a range of ages, abilities, and SEMH needs.
- Create structured, predictable routines that support emotional safety.

2. SEMH & Trauma-Informed Support

- Build consistent, trusting relationships with pupils and parents
- Use trauma-informed strategies to support behaviour, recognising triggers and emotional needs.
- Help pupils develop:
 - Emotional regulation
 - Resilience and self-esteem
 - Social and communication skills
- Respond calmly and effectively to challenging behaviours.

3. Inclusion & Engagement

- Promote positive experiences
- Encourage attendance and engagement
- Support pupils who are unable to access classroom learning.
- Provide targeted one-to-one or small group support.
- Ensure all activities are inclusive and accessible.

4. Health & Safety

- Carry out and follow risk assessments for outdoor activities.

- Ensure safe use of tools, equipment, and natural resources.
- Maintain a safe, supportive environment at all times.

5. Teamwork & Collaboration

- Work closely with teachers, SENCOs, and pastoral staff to support pupil progress.
- Share observations and contribute to planning for individual needs.
- Be an active part of a multi-disciplinary team, supporting consistent approaches across settings.
- Model professional, supportive, and reflective teamwork.

6. Environment & Resource Management

- Prepare and maintain outdoor learning spaces and equipment.
- Support development of outdoor provision.

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