

This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/ or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006.

<b>Job Title:</b>	Level 2/3 Early Years Practitioner
<b>Grade:</b>	3 (Points 5 - 6)
<b>Salary:</b>	£25,583 - £25,989 per annum (full-time equivalent)
<b>Responsible To:</b>	EYFS Lead, Headteacher
<b>Responsible For:</b>	N/A
<b>Key Relationships/ Liaison with:</b>	Senior Leadership Team, Teachers, SENCo, other classroom support staff
<b>Job Purpose:</b>	To work within (but not limited to) the EYFS statutory framework, National Standards, SEN Code of Practice, Equality Framework, Disability Discrimination Act. Working in partnership with parents/carers and other professionals to provide a stimulating and caring environment for the children.
<b>Occupational Standards:</b>	Teaching Assistant professional standards

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#### MAIN DUTIES AND RESPONSIBILITIES:

- To support children in a play-based setting; understanding how and when to intervene with a child's learning in order to help them progress.
- To work alongside children with a range of different educational needs that may include: speech and language difficulties, autism, ADHD and emotional and behavioural needs.
- To manage intimate care for a young child
- To deliver interventions to support children with special educational needs
- To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.
- To promote the development of pupil's self-reliance, self-esteem and emotional resilience.
- To promote, observe and report on pupil performance and development, using assessment strategies to improve learning.
- To support the physical, intellectual, emotional and social development of pre-school children, facilitating children and young people's learning and development.
- To promote the development of positive relationships and acceptable behaviour in accordance with school policy.
- To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team
- To support EYFS children to improve their early numeracy and literacy skills through focused learning activities.
- To provide support for bilingual / multilingual children.
- To communicate as appropriate with parents and carers about the care and education of their children, as directed by the school.
- To escort and supervise children on educational visits and out of school activities, ensuring their health, safety and wellbeing.

- To actively engage in own professional development and participate in the Trust's performance management arrangements.
- To proactively research CPD opportunities to enhance own knowledge and skills.
- To undertake additional duties as required, commensurate with the level of the job.

<b>Early Years Practitioner – Person Specification</b>		
	<b>Essential</b>	<b>Desirable</b>
<p><b><u>Qualifications</u></b></p> <ul style="list-style-type: none"> <li>• Level 2 qualifications in Maths/Numeracy, and English/Literacy</li> <li>• Level 2 childcare qualification</li> <li>• Level 3 childcare qualification</li> <li>• First Aid Certificate</li> <li>• Basic food hygiene</li> <li>• Child protection training</li> </ul>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
<p><b>Or</b></p> <p>Demonstrable experience identified within the section below.</p>	<p>✓</p>	
<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>• Experience of working with children under five years of age and families in a day care, nursery or early years setting.</li> <li>• Experience of implementation of the Early Years Foundation Stage Curriculum</li> <li>• Understanding of child development and importance of play</li> <li>• Experience of staff / volunteer supervision and management</li> <li>• Experience of working in a community-based setting</li> <li>• Experience of working with children and families with Special Educational Needs</li> <li>• Experience of developing positive and non-judgemental relationships with parents / carers</li> <li>• Experience of working in different types of childcare settings</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the National Standards and any other relevant legislation within an inclusive framework</li> <li>• Good communications and interpersonal skills</li> <li>• Good standard of report writing</li> <li>• Ability to plan an early years curriculum for children and to observe children’s behaviour and progress</li> <li>• Knowledge and understanding of equal opportunities</li> <li>• Ability to understand and implement child protection policies and procedures</li> <li>• Ability to use own initiative to prioritise and manage work loads</li> <li>• Presentation skills relevant to play (e.g. art, craft, music and movement)</li> <li>• Knowledge of current childcare initiatives aimed at promoting childcare and education for under-fives and their families (e.g. Sure Start, Neighbourhood Nurseries Initiative, Children’s Centres etc.)</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>
<p><b><u>Skills and Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Ability and willingness to undertake professional and personal development.</li> <li>• Ability to use own initiative to work with team members in developing a quality accessible service</li> <li>• Evidence of being able to work collaboratively within a team with the ability to generate enthusiasm</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

**Early Years Practitioner – Person Specification**

	<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"><li>• Ability to adapt the learning environment to meet the needs of the children</li><li>• Passionate about for play-based learning</li></ul>	<ul style="list-style-type: none"><li>✓</li><li>✓</li></ul>	