



Exeter
A Learning Community



Inspiring Futures
through Learning

Early Years Practitioner Applicant Information Pack



TOGETHER, WE BELIEVE, WE WILL ACHIEVE!

WELCOME

Dear Applicant,

Thank you for your interest in our school and the exciting opportunity that this role presents.

At Exeter, we love our school, our children and our community and we are passionate about what we do. Every day, we work hard to achieve a positive difference for the children entrusted in our care. We are proud to be an attachment-focused school, where we nurture all our children to achieve their best in all areas of life.

When you join Exeter School, you don't just join a team – you join a family! As part of the IFtL family there are a large number of benefits, most notably our commitment to supporting our employees through CPD and professional development.


Please take the time to consider the specification and requirements to the role of Early Years Practitioner. If you believe you can thrive in this role and you want to play a significant part in our journey, we look forward to receiving your application.

If you have any questions, please email us at: head@exeteralc.com

Yours sincerely

Mrs Crawford and Miss Doherty

Co-Headteachers of School



WE ARE TEAM EXETER AND WE WORK HARD TO OVERCOME OUR CHALLENGES AND ACHIEVE OUR GOALS – MAKING MEMORIES AND DREAMS COME TRUE.

OUR VISION

Exeter Foundation Stage One is part of Exeter - a Learning Community, offering early education and care for children aged from 2 years until school age. We are Ofsted registered and inspected in line with the statutory framework for the Early Years Foundation Stage Welfare Requirements.

We regard our setting as special because:

- Staff belong to the local community
- We welcome and appreciate the rich, diverse, cultural heritage of our community
- There is a long term association to the community which gives us continuity
- There is energy, commitment, and fun
- Our learning environment is large and exiting

Our learning environment is organised into areas of continuous provision providing the children with opportunities for child-initiated learning both indoors and outdoors. Our learning environments are designed to promote independence and curiosity.

The learning environments are carefully enhanced to ensure that children can practise and apply. The adults will share ideas, set uncapped challenges and support and scaffold where appropriate 'in the moment'. We recognise that young children do not necessarily learn in a linear way and plan to deliver a broad and balanced curriculum that touches on all aspects across the year, based on the observations of children's play and what their interests are.



OUR VALUES

Together, we work towards our school values, I CARE: integrity, creativity, aspiration, respect and responsibility and empathy.

We value the way all children and families are unique, and we celebrate diversity and equality, valuing the importance of each and every person within our Exeter community. We will respect others regardless of ability, age, gender, disability, sexual orientation, ethnicity or religion. We will provide a happy, caring, safe, supportive and positive learning community.

Inspiring Futures through Learning

Our vision
To inspire the futures of us all through learning together

Our IFTL family
As an IFTL family we understand, and are committed to, our responsibility in shaping and influencing the lives of future generations. We do this in partnership with our families, our communities, fellow educators, and other local and regional partners. We also do this with national policy makers and global leaders. We are committed to the levels of collaboration required to shape and protect the future. We start with our schools, our people, our family, and from there we grow. At IFTL we are never alone – one united family striving for excellence in all that we do.

Our drivers

- Creating ambitious, lifelong learners in strong schools**
Imaginative schools that provide accessible, equitable, aspirational opportunities for all children to flourish
- Delivering high standards of curriculum for all within a positive learning culture**
Engaging, adaptive, evidence based and rewarding lessons that build rich knowledge for life
- Investing in staff development to create innovative, research led, career pathways**
Nurture, train, recruit, develop, deploy and retain great professionals throughout their careers and the wider system we serve
- Ensuring expert governance with a strong local identity**
Robust and ethical accountability measures, engaging effectively with parents and the wider community
- Strong financial management with efficient and effective operational structures**
Delivering value for money and prioritising the use of resource to reinvest in educational quality
- Being leaders in our community recognising our wider civic responsibility**
Work with other civic structures to advance education for the public good in the communities we serve and beyond
- Nurturing a safe, secure and engaging environment in which we all thrive**
Keeping everyone safe and well within an IFTL culture of collaboration and care

Our values

- F Fun**
We enjoy what we do. We make positive contributions. We take pleasure from success.
- U Unique**
We celebrate difference. We champion diversity. We are divergent in our thinking.
- T Together**
We share the same promise. We support and encourage. We cooperate, collaborate and care for each other.
- U Unafraid**
We are confident to challenge. We are courageous in our thinking. We are robust in our decisions.
- R Responsible**
We act in the best interests of our communities and each other. We are accountable for our actions. We stand up to scrutiny.
- E Energetic**
We are positive and dynamic. We explore new worlds. We innovate to achieve.
- S Safe**
We are secure in our beliefs. We are protective and firm. We make decisions together.

Our outcomes
Ambitious Learners • Rewarding Experiences • Skilled Professionals • Expert Governance • Firm Foundations • Community Champions • A safe place to be!



WHY WORK WITH US

'The children are viewed as individuals and their interests and needs are always at the heart of our practice.'

'I have gained so much knowledge since being here through the CPD and working with the team'

'There is an open working environment where our voices are heard. I have a healthy work-life balance and for the first time have been able to attend my own child's sports day!'

'I love that we are team of individuals, all with our own skills but we all work together!'

'We're looking for a team player, who fits into our group of friendly, fun individuals - and isn't afraid to get messy!'

Nursery Staff Members

APPLICANT INFORMATION



This section contains all relevant information required to make an application.



Inspiring Futures through Learning (IFtL) is a family of schools who inspire all of our futures through learning together. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do. Exeter - A Learning Community prides itself on being the beating heart of the Exeter community. We are fully inclusive and provide for children no matter their gender, race or background. We have created bespoke and vibrant learning environments and engage children in a rich, skill and knowledge-based curriculum. We strongly believe in the value of learning at all ages and this is reflected in the way we journey together to achieve our goals. Together, we believe, we will achieve!

#WelcomeToIFtL #BelongingInIFtL #IFtLFamily

Purpose of Job:

- To provide high quality education with care for children aged 2-5 in partnership with their parents.
- To be part of a multi-disciplinary team, working to create an integrated nursery provision.
- To actively participate and work as part of the Early Year's Foundation Stage setting team, which provides education and care for children aged 2 – 5 years, their families and carers.
- To be responsible for a group of children, including planning the learning environment and record keeping.

Job context:

- Early Years Work is a partnership between education, social services, health, parents and the voluntary sector. Much of the work is provided by nurseries and Children's Centres, whose aim is to improve life chances of children under five who live in the designated area.
- The job holder reports to the line manager working as part of the team, planning, assessing and evaluating the curriculum using the Early Years Foundation stage (EYFS) which sets welfare requirements and the standards for learning, development and care for children from birth to five.
- In the Early Years Foundation Stage team there will be a mixture of Early Years Practitioners, Early Years Assistants and Qualified Teachers who work across our EYFS team (Nursery and Reception).
- The job holder has Key Worker responsibilities for a group of children, tracking their progress, record keeping and providing information and support for parents. This involves liaising with other professionals to provide information, reports for case conferences and network meetings.
- The job holder may have responsibility for a particular curriculum area and other programmes within the centre/setting.

Organisation Structure:

- The job holder is accountable to the Nursery Leader, who has day to day responsibility for ensuring the high quality integration of childcare and education for all children in the setting throughout the day.
- The job holder's responsibilities lie within the day to day provision of high quality Early Years Foundation Stage education and care of children 2-5 and their parents.
- The job holder is responsible for planning the learning environment; for setting up and leading areas of activities/learning experiences; evaluating and monitoring the learning and quality of the learning environment. They are responsible for key working a group of children which includes record keeping and liaising with parents about their child's development.

Main accountabilities:

- To work as an equal and active member of the Early Years Foundation Stage team to deliver Foundation Stage curriculum;
- To plan and provide for the individual child, in consultation with their parents/carers and in collaboration with colleagues;
- To ensure that each child's cognitive, social and emotional needs are met;
- To plan suitable indoor and outdoor areas of activities for the provision of a caring and stimulating environment for children aged between 2-5;
- To establish and maintain records for the designated group of children's development and learning;
- To maintain confidential files, reports and developmental records for assessment purposes, for reference for core groups, case conferences and court where necessary;
- To undertake home visits to children and their families, in consultation with other team members, working individually with parents and children respecting and understanding their individual needs and maintaining courtesy and confidentiality at all time;
- To work as a key worker as defined with the Early Years Foundation Stage. To encourage parents to be active partners in their child's learning. To ensure that parents are fully supported to access the full range of the school's services;
- To report any cause for concern regarding a child's health or welfare to the designated senior member of staff and to record any accidents to children reporting to the child's key worker where appropriate;
- To participate in visits and outings which extend the curriculum as well as other social activities which are part of the setting's involvement in the Community;
- To attend regular team and staff meetings, all training days and parents' meetings, where appropriate, to ensure up to date knowledge and information is available;
- Where required, to design and deliver family programmes for parents and children encouraging parental involvement in children's learning and other school activities; and
- To support and mentor students and ancillary staff who are involved in childcare education courses, carry out work experience and those on graduate and post graduate courses.

Knowledge, experience and training:

- Level 3 or equivalent qualification in childcare, minimum;
- Proven experience of working with children under 5 and their families;
- Experience of multi-agency working and in an environment of confidentiality;
- Working knowledge of the Early Years Foundation Stage(EYFS) Curriculum;
- Sound IT skills for record keeping;
- Working knowledge and experience of planning and documenting using the EYFS and providing an environment that enhances children's learning opportunities;
- Experience of visiting families at home and key working;
- Good communication skills both verbal and written being able to communicate effectively with parents and professionals from other agencies. Being able to record information, write up assessment and reports as necessary to the service and able to deal effectively with a wide range of people and situations; and
- Understanding of safeguarding issues.

Planning and Organising:

- Time will be allocated for planning, reviewing and evaluating the provision. Time will also be allocated to discuss observations and children's progress and make decisions about future steps.
- Supervision will take place on a regular basis with the line manager, covering work and performance management targets, professional development, broader work issues, personal issues and key worker group.
- The learning environment is planned on the basis of observations with reference to the Early Years Foundation Stage curriculum, to meet the varied needs of the children.

The following procedures/systems will be required to work within:

- IFTL Trust Policies and Procedures
- Ofsted regulations
- Child Protection guidelines and children at risk procedures
- Data protection, Freedom of Information and right to Access Information
- Health and Safety including risk assessments
- Early Years Foundation Stage Curriculum
- Inclusion Policy

The job holder will lead sessions and plan resources for sessions – creating a learning environment which meets the needs of the individual children, both indoors and outdoors. incorporating observing, scaffolding and extending learning to ensure that children reach age related expectations and developmental milestones.

Communication and Interaction:

Interaction is about building good relationships with children and parents, colleagues and other staff at the setting; to be a point of contact for the parents/carers of key children and to provide a friendly and supportive interface for them.

The job holder must be able to communicate and interact effectively with children, treating them as individuals and with respect. They must be able to listen to what they are saying and respond appropriately.

The job holder needs to work with tact and discretion when interacting with parents/carers. They make home visits during their key children's' time to take details, discuss needs of the child and to show parents the child's achievement records. They will promote good family relationships and encourage the parents to participate in the life/ethos of the school.

They work as part of a small team where good communication is necessary for effective and efficient service delivery. The team must be able to take over work if colleagues are not in work, sharing information and good organisational practises are necessary.

Area and type of impact:

The service delivered by the job involves day to day education and care of very young children and supporting their families. They interact with children and are responsible for their immediate well-being while they are in their care. They interpret behaviour and use observations to help make decisions about their work, sharing information, interacting with parents and in writing their records and reports.

The number of children that the job holder could be working with will vary according to the area of the learning environment and the time of day. The number of children that early years practitioners can be responsible for key working also varies.

Physical effort and/or strain:

The job requires physical effort on a daily basis when setting up/moving the learning environment around e.g. moving tables, chairs, equipment/resources, and climbing frames etc.

Working with very young children involves working at a low level, bending down, picking up and carrying children throughout the day.

The job involves working in outdoor areas in all weather conditions at least once a day for extended periods of time. In the summer, outdoor working can be more frequent and intensive. Staff will be provided with appropriate indoor and outdoor wet weather kit.

Early Years Practitioner

Person Specification E = Essential D = Desirable

		E/D
<u>Qualifications</u>	NVQ 3 Early Years and Childcare or equivalent.	E
<u>Skills/Experience</u>	Significant experience in a school/education setting.	E
<u>Planning and organising work</u>	Ability to develop session plans to meet the needs of individuals and groups.	D
<u>Planning capacity and resources</u>	Careful use safekeeping of equipment and educational materials.	D
<u>Influencing and interpersonal skills</u>	Ability to engage with young children to encourage their full participation in educational and social learning activities. Ability to assist with the training and mentoring of new staff and students.	E
<u>Using initiative</u>	Ability to find creative solutions to day to day problems in the school environment.	D
<u>Working independently</u>	Supervise groups of young children in the Early Years setting or approved external setting.	E
<u>Managing people</u>	Work well alongside support staff, volunteers or students in the delivery of activities.	D
<u>Managing resources</u>	Use and safekeeping of classroom equipment. Keeping accurate records.	E
<u>Managing risk</u>	Be fully aware of, and act in compliance with IFtL and legal policies and procedures in relation to the health, welfare and safety of children.	E
<u>Managing oneself</u>	Be aware of opportunities for self-improvement wherever possible.	D



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