

Job Description

Post: EYFS Practitioner

Responsible to: Class Teacher/EYFS Phase Lead

Core Purpose

- To provide service delivery within the requirements of the Early Years Foundation Stage Framework, Every Child Matters and Ofsted Care Standards.
- The Reception Teacher, or Lead Professionals are responsible for planning overall policy and curriculum, and the Early Years Practitioners are given some responsibility for planning part of the programme and are to play a full part in its implementation.

Support for Pupils

- Implement early learning strategies to support the development of early learning principles
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher
- To work flexibly across the whole school, supporting children and staff beyond the EYFS setting as required

Teaching assistants may be delegated to support the specific learning needs of an individual child or small group of children with SEN. This support may include:

- Supporting the physical needs of the child (medication, toileting etc.)
- Supporting the child as a member of a group
- Monitoring behaviour
- Carrying out particular programmes to meet specific needs
- Taking part in routine liaison with professionals involved with pupils
- Taking part in meetings with and supporting the child's parents/carer

Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupil achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/admin. support e.g. photocopying, typing, filing, money, administering coursework etc.
- Allowing the child space to experiment, meet challenges and make mistakes, to grow and develop without overreliance on adult support
- To cover Class Teacher release time where required

Teaching assistants may have access to sensitive and detailed information concerning a child and his or her family. It is essential that the confidentiality of the information is understood. Any breach of this confidentiality could result in the breakdown of essential good relationships between the school and the family. Liaison with parents is primarily the teacher's responsibility, so any questions or queries from parents or others should be listened to carefully and then discussed with the class teacher before any reply is made. Unguarded remarks can be dangerous in this respect.

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy and/or early years, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

Support for the School

- 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

- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

Person Specification

	Essential	Desirable
Right to work in the UK	✓	
Knowledge/Qualifications and experience		
Full and relevant Early Years Level 3 qualification	✓	
Suitable Level 2 Literacy and numeracy qualifications	✓	
Evidence of additional qualifications suitable to Early Years Educator role		✓
Paediatric First Aid Training		✓
Level 3 Certificate in Forest School Programme Leadership		✓
ELSA (Emotional Literacy Support Assistant) training, with experience delivering emotional wellbeing interventions in a school setting.		✓
Graduate qualification		✓
Experience of working with and supporting children with a range of educational needs	✓	
Experience of working and supporting children of a variety of ages	✓	
Intermediate knowledge of ICT	✓	
Awareness of Keeping Children Safe in Education	✓	
Basic knowledge of Health and wellbeing, safety and child protection	✓	
Understanding of the Schools Ethos and Values	✓	
Understanding of Data Protection and confidentiality	✓	
Understanding of the development of EAL learners		✓
Understanding of the development of SEN learners		✓
Skills, abilities and personal attributes		
Evidence of a commitment to safeguarding and promoting the welfare of children and young people	✓	
Commitment to promote and support the aims of REAch2	✓	
Ability to solve problems, use initiative and find solutions	✓	
Active listener	✓	
Good communication (written and verbal)	✓	
Highly motivated	✓	
Commitment to promote and support the aims of REAch2	✓	