



Part A - Grade & Structure Information

Job Family Code	3CLES	Role Title	Early Years Practitioner
Grade	S3	Reports to (role title)	Nursery & Pre-School Manager
JE Band	114-134	School	The Howard Partnership Trust
		Date Role Profile created	February 2019 (revised March 2024)

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Trust reserves the right to review and amend the job profile on a regular basis.

Role Purpose including key outputs	<p>To work as a member of the nursery school team to ensure that all children attending the setting receive high quality care, are kept safe and receive rich and stimulating play experiences which meet their individual needs.</p> <p>This role supports the Nursery Managers and enable all children in the Early Years Foundation Stage (EYFS) to learn and develop by; recognising children as individuals capable of independence; building positive relationships and establishing enabling environments.</p> <p>Key deliverables include assisting Nursery Managers with:</p> <ul style="list-style-type: none"> • planning and implementation of the daily activities ensuring that children's needs are met • providing a safe, creative and appropriate play opportunities - ensuring that all relevant records are maintained • ensuring that food provision is carried out within the statutory guidelines
THPT Work Context and Generic Responsibilities	<ul style="list-style-type: none"> • Maintain confidentiality in and outside of the workplace • Be pro-active in matters relating to health and safety and report accidents as required • Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance
Line management responsibility	N/A

Budget responsibility	N/A
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p>Support delivery</p> <ul style="list-style-type: none"> • Deliver 1-1 and/or group support / intervention and monitor pupil performance , including those who have physical, emotional or educational needs, under the direction of senior staff. • Use of relevant tools/equipment. • Carry out routine tasks to organise and maintain the learning environment. • Ensure all wellbeing, behaviour and personal development of pupils. • May carry out personal care routines as appropriate. • Maybe required to respond to pupils' needs in routine, pre-agreed tasks (including routine medical needs). <p>Planning and Organising</p> <ul style="list-style-type: none"> • Plan own set tasks within the day. • Ensure materials and equipment are available as and when required. • Maybe required to contribute with activity planning. <p>Analysis, Reporting and Documentation</p> <ul style="list-style-type: none"> • May need to make records of activities/observations for further submission to supervisor as per instructions. <p>Work with others</p> <ul style="list-style-type: none"> • Respond to individual needs and/or answer simple queries politely and ask for assistance where necessary. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour, breakdowns, deficiencies, in accordance with relevant reporting procedures. • Liaise with parents, visitors, and contractors in a courteous manner, to promote a positive image of the site. <p>Duties for all</p> <ul style="list-style-type: none"> • Values: To uphold the values and behaviours of the organisation. • Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. • Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others. • The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications. • Contribute to and influence children’s learning and personal development. • To have regard to and comply with safeguarding policy and procedures.
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	<ul style="list-style-type: none"> • Basic numeracy and literacy e.g. through GCSE qualification in English and Maths or equivalent, or able to evidence ability at an equivalent level. • Will have at least an Early Years Practitioner Level 2 qualification or above. Alternatively, be willing to work towards an approved Early Years qualification as an Apprentice, if you have appropriate experience of working with children.

	<ul style="list-style-type: none"> • Basic understanding of Health and Safety regulations, procedures and the principles of equality and diversity. • Basic IT skills • Ability to operate basic equipment. • Good listening skills and enthusiasm to learn. • Accuracy and ability to follow instructions. • Ability to fulfil all spoken, written and comprehension aspects of the role with confidence through the medium of English in all public facing roles. • May be required to undertake manual handling and physically demanding work. • May be required to undertake first aid qualifications
<p>Details of the specific qualifications and/or experience if required for the role in line with the above description</p>	<p>Values and Behaviours</p> <p>We are a values-based organisation and seek to recruit individuals who can demonstrate our values. Our values will be assessed through the selection process, so we ask all applicants when providing their supporting statement to also incorporate not only how they meet the essential criteria for the role but to also demonstrate our values.</p> <p>Our values are:</p> <ul style="list-style-type: none"> • Integrity - displaying honesty and having strong moral principles • Partnership - working together and taking collective ownership to achieve the same goals • Advocacy - working hard on behalf of others to maximise their success • Resilience - finding success again after something difficult or negative has happened • Compassion - displaying empathy towards and a desire to help others • Aspiration - aiming high to achieve success <p>Safeguarding and Further Information</p> <p>The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).</p> <p>As well as verification of identity, we ask all successful candidates to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties, in accordance with Keeping Children Safe in Education (KCSIE).</p> <p>The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p> <p>Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges,</p>

	<p>convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.</p>
Role Summary	<p>Roles at this level provide support in a defined area using play equipment, powered tools and equipment. They perform a limited range of well-established routines within basic procedures under regular supervision. They are generally practical roles but require some previous work experience. The work is typically to daily deadlines; some organising of their own workload may be required but timescales will be hour-to-hour and day-to-day. The nature of planning in these roles is development and supervision to meet children learning needs.</p>