



## Level 3 Early Years Practitioner

### Job details

**Job title:** Level 3 Early Years Practitioner

**Reporting to:** Headteacher / Early Years Leader

### Main purpose

Level 3 Early Years Practitioner will:

- Provide high-quality care, learning and development opportunities for children within the Early Years Foundation Stage (EYFS).
- Support children's progress through planned and purposeful play-based learning.
- Promote children's wellbeing, independence, confidence and inclusion.
- Observe, assess and record children's development and achievements.
- Build positive partnerships with parents, carers and professionals.
- Uphold high standards of safeguarding, welfare and early years practice.

### Scope of the role

Level 3 Early Years Practitioner:

- Works as part of the Early Years team to support children's learning and development.
- Acts as a key person for a group of children.
- Plans, delivers and evaluates age-appropriate learning experiences.
- Supports children's physical, emotional, social and educational needs.
- Maintains accurate records in line with EYFS requirements.
- Works in a busy and potentially demanding childcare and educational environment.

### Duties and responsibilities

#### Teaching, Learning and Child Development

- Plan, prepare and deliver engaging activities in line with the EYFS framework.
- Support children's learning through play-based experiences.
- Observe, assess and record children's progress and achievements.
- Act as a key person for assigned children, building secure relationships with children and their families.
- Support children with additional needs and implement individual support plans where appropriate.
- Encourage children's language, communication, social, emotional, and physical development.
- Promote independence, self-confidence, and positive behaviour.
- Ensure activities are inclusive and accessible to all children.

#### Care and Wellbeing

- Provide a safe, caring and stimulating environment.
- Support children's personal care needs, including toileting, hygiene, dressing, and mealtimes.
- Administer medication in accordance with nursery policies and procedures where trained to do so.
- Ensure children's health, safety and wellbeing are always prioritised.
- Supervise children during indoor and outdoor activities.

#### Planning and Assessment

- Contribute to planning a broad and balanced curriculum that meets children's developmental needs.
- Maintain accurate observations, assessments and records.
- Monitor children's progress and identify any concerns regarding development.
- Participate in progress reviews and contribute to transition reports.
- Work with colleagues to evaluate and improve learning opportunities.



### Working with Parents and Professionals

- Establish positive relationships with parents and carers.
- Share information regarding children's progress, achievements and wellbeing.
- Attend parent meetings and open events as required.
- Work collaboratively with external agencies, including health visitors, speech and language therapists, and SEND professionals.
- Maintain confidentiality and professionalism at all times.

### Safeguarding and Health & Safety

- Follow safeguarding and child protection procedures at all times.
- Be vigilant and report any safeguarding concerns immediately.
- Ensure compliance with health and safety regulations.
- Conduct risk assessments and maintain a safe environment.
- Promote healthy lifestyles and wellbeing.

### Professional Development

- Attend training, meetings and professional development opportunities.
- Keep up to date with EYFS requirements, safeguarding guidance and best practice.
- Reflect on and develop personal practice through supervision and appraisal.
- Support apprentices, students and volunteers where appropriate.

### Other Duties

- Support the ethos, values and aims of the setting.
- Follow all policies and procedures.
- Undertake any other duties appropriate to the role as directed by the Nursery Manager or Early Years Leader.

## Person Specification

Criteria	Essential	Desirable
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>• Full and relevant Level 3 Early Years qualification.</li> <li>• GCSE Grade 4/C or above in English and Mathematics (or equivalent).</li> <li>• Safeguarding training or willingness to undertake training.</li> </ul>	<ul style="list-style-type: none"> <li>• Paediatric First Aid qualification or willingness to obtain.</li> <li>• Further CPD in teaching and learning</li> <li>• Food Hygiene Certificate.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience working with children aged 0–5 years.</li> <li>• Experience supporting children's learning and development within an Early Years setting.</li> <li>• Experience observing and assessing children's progress.</li> <li>• Experience working in partnership with parents and carers.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working with children with SEND.</li> <li>• Experience as a key person.</li> <li>• Experience using electronic learning journals.</li> </ul>
<b>Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>• Good understanding of the Early Years Foundation Stage.</li> <li>• Knowledge of safeguarding and child protection procedures.</li> <li>• Strong communication and interpersonal skills.</li> <li>• Ability to build positive relationships with children, families and colleagues.</li> <li>• Good literacy, numeracy and ICT skills.</li> <li>• Ability to work as part of a team and use initiative.</li> <li>• Understanding of inclusive practice and equality.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of SEND Code of Practice.</li> <li>• Behaviour management skills appropriate for young children.</li> <li>• Experience of planning differentiated activities.</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to pupil outcomes.</li> <li>• Positive, resilient and calm approach.</li> <li>• Professional integrity and confidentiality.</li> <li>• Commitment to safeguarding and inclusion.</li> <li>• Ability to motivate and inspire pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiative and leadership.</li> <li>• Reflective approach to improvement.</li> </ul>