

Job Description

Early Years Practitioner- Level 3

Hours of work:

Reports to: Headteacher

Band: Band 3 (SCP6-9)

Management of: NA

Liaison with: Children, Teachers, other members of the school community

Main Purpose of Job

- The EYP will:
- To provide high-quality early years care and education for children in the nursery and reception classes in line with the statutory Early Years Foundation Stage (EYFS) framework.
- Work as a key person to promote children's learning, welfare and development so every child is able to make strong progress from their starting points.
- Support the school's Catholic Franciscan values and inclusive ethos so that children and families of all faiths and none feel welcomed and supported.

Specific areas of responsibility and key tasks

1. Curriculum delivery and teaching

- Review planning and resource and deliver high-quality adult-led and child-initiated learning activities that reflect the EYFS learning and development requirements, with emphasis on the prime areas (communication & language, physical development, personal, social & emotional development) and developing skills needed for early literacy and mathematics.
- Use a balance of play-based learning and focused teaching appropriate to developmental stages, increasing focus on taught skills in reception to prepare children for Key Stage 1.
- Adapt activities so that all children — including disadvantaged, EAL, SEND and those new to English — can engage and make progress.

2. Key person duties, assessment and record keeping

- Act as key person for assigned children: build secure attachments, gather accurate baseline information, and maintain regular two-way communication with parents/carers.
- Observe, assess and record children's progress (formative observations, learning journeys, statutory reception baseline if applicable) and use assessment to inform planning and interventions.
- Support statutory EYFS record-keeping requirements: maintain children's learning journals, baseline information, progress records and two-way communications with parents. Work

with the Early Years Lead to ensure assessments and records can demonstrate how the curriculum and adult interactions are enabling children to make progress from their starting points

- Contribute to termly progress reviews and any required statutory reporting; provide evidence of progress for leaders and external review (e.g. OFSTED).
3. Safeguarding, welfare and health & safety
- Follow and promote the school's safeguarding policy and KCSIE expectations: recognise and report safeguarding concerns immediately to the Designated Safeguarding Lead.
 - Contribute to the setting's written risk assessment process by completing daily environment and activity checks, recording identified hazards and actions taken, and escalating any unresolved risks to the Early Years Lead. Support the creation, review and implementation of written risk assessments for planned activities, off-site visits and when introducing new resources or equipment.
 - Ensure records of daily checks, accidents, incidents and medication administration are completed accurately and kept securely in line with statutory EYFS requirements and the school's data protection procedures. Provide parents with any required information in a timely manner
 - Maintain and make available, on request, up-to-date evidence of relevant training and qualifications (for example Paediatric First Aid) and support leaders in ensuring the setting meets requirements for the number of qualified staff on site
 - Maintain confidentiality and professionalism at all times.
4. Inclusion and SEND/EAL support
- Work with the SENDCO and Early Years Lead to identify, plan and deliver reasonable adjustments, targeted support and referrals where pupils show additional needs.
 - Support children learning English as an additional language: use home language where possible, model language, and liaise with families to check home language development.
5. Partnership with parents, carers and community
- Build professional relationships with families: share weekly updates, offer strategies to support learning at home, and involve parents in reviews and transition planning.
 - Contribute to transition arrangements with nursery, reception and Year 1 staff and support families new to the school community.
6. Professional development and team working
- Participate in staff meetings, EYFS team planning and CPD; reflect on practice and implement evidence-informed approaches recommended by the Early Years Lead.
 - Support and, when required, mentor less experienced practitioners, students and volunteers; contribute to a supportive professional environment.
7. Administrative and school duties
- Maintain provision resources and classroom environment to support the curriculum, a safe and stimulating learning environment and Catholic ethos.

- Undertake reasonable administrative tasks linked to the EYFS setting (registers, snack/meal records, funding paperwork such as 30/15 hour checks).

The St Thomas Aquinas Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The Trust will endeavour to make any necessary reasonable adjustments to the job in the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed, and would not in itself justify a reconsideration of the grading of the post.

Person Specification

Early Years Practitioner

A. Qualifications & Experience	Ess	Des
GCSEs or equivalent at grades 9 to 4 (A* to C) in English and maths	Y	
Experience of working with children of Primary age 4-11	Y	
Relevant Level 3 qualification in Early Years	Y	

B. Skills & Knowledge	Ess	Des
Good literacy and numeracy skills	Y	
Good organisational skills	Y	
Ability to build effective working relationships with pupils and adults	Y	
Skills and expertise in understanding the needs of all pupils		Y
Knowledge of how to help adapt and deliver support to meet individual needs		Y
Excellent verbal communication skills	Y	
Subject and curriculum knowledge relevant to the role and ability to apply this effectively in supporting teachers and pupils	Y	
Active listening skills	Y	
Knowledge of guidance and requirements around safeguarding children	Y	
Good ICT skills, particularly using ICT to support learning		Y
Understanding of roles and responsibilities within the classroom and wider school context		Y
Understanding of statutory EYFS safeguarding, welfare and record-keeping requirements, including accident and medication recording, confidentiality and information-sharing protocols.	Y	
Experience of completing written risk assessments (or the ability to contribute to them), and carrying out regular environment/activity safety checks.	Y	
Ability to engage constructively in formal supervision: reflect on practice, receive and act on feedback and turn supervision targets into classroom actions.	Y	

C. Personal Qualities	Ess	Des
Enjoyment of working with children	Y	
Sensitivity and understanding, to help build good relationships with pupils	Y	
A commitment to getting the best outcomes for pupils and promoting the Catholic ethos and values of the school	Y	

Commitment to maintaining confidentiality at all times	Y	
Commitment to safeguarding and equality	Y	
Willingness to support Catholic life in schools	Y	

D. Safeguarding	Ess	Des
Understanding of responsibilities of the Trust and schools in ensuring compliance with all relevant legislation	Y	