

Job Description

Job Title	EYFS Practitioner
Grade	C/D
Responsible To	Headteacher / Principal / Senior Advanced Teaching Assistant / Higher Level Teaching Assistant / SENCO / Inclusion Manager
Staff Managed	None
Job Family	Teaching Assistants
Job Purpose	<ul style="list-style-type: none"> • To work under the guidance of the Pre-School Lead to support teaching and learning with individuals or small groups of children and may be responsible for some learning activities within the planned teaching. • To create a positive and engaging learning environment that promotes and supports children with achievement, social and emotional development, and overall well-being enabling children to flourish. • To work with children in small groups or individually to develop their confidence, communication skills and self-esteem.
Main Responsibilities	
Key strategic elements of the job	<p>Supporting Learning and development</p> <ul style="list-style-type: none"> • Support pre-planned learning/behaviour activities as directed by the Pre-School Lead. • Use agreed structured observation as directed by the Pre-School Lead to feedback on learning, behaviour, participation and achievement, to support the planning and evaluation of the learning process in respect of groups and individual children • Interact with children in ways that support the development of their ability to think and learn, including the use of careful questioning • Assist colleagues in the implementation of appropriate behaviour management and teaching & learning strategies • Support children in their social and emotional wellbeing, in implementing related programmes, including social, health and physical needs. • Assist in escorting and supervising children on educational visits and out of school activities. • Undertake break/lunch supervision as required.
Communications	<ul style="list-style-type: none"> • Under the general direction of the Pre-School Lead participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals • Communicate effectively with all pupils, families, carers and other agencies / professionals
Partnership or Corporate Working	<ul style="list-style-type: none"> • Share information confidentially about pupils with teachers and other professional as required • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings
Safeguarding	<ul style="list-style-type: none"> • Carry out tasks associated with pupils' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence (<i>Upon agreement with postholder</i>) • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate

Administrati on / Other	<ul style="list-style-type: none"> • Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work • Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations • Participate in appraisal, training and other learning activities
Data Protection	<ul style="list-style-type: none"> • To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Whilst every effort has been made to explain the main duties and responsibilities of the post, this does not constitute a jobs list and the successful candidate will be expected to undertake duties commensurate with the role. All staff are required to comply with Policies and Procedures.
Customer Service	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

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Grade	C/D	
Responsible To	Headteacher / Principal / Senior Advanced Teaching Assistant / Higher Level Teaching Assistant / SENCO / Inclusion Manager	
Staff Managed	None	
Job Family	Teaching Assistants	
	Essential	Desirable (if not attained, development may be provided for successful candidate)
Experience		
	<ul style="list-style-type: none"> • Experience appropriate to working with children in a supportive capacity • Experience of making adjustments to planned activities in order to enable a child to access the curriculum fully and make progress. 	<ul style="list-style-type: none"> • Effective and demonstrable experience of supporting Early years Leads/ teachers to create a safe and nurturing environment where every child feels valued and supported to achieve and flourish. • Experience of working with children who display challenging behaviour and have complex and challenging emotional needs.
Knowledge & Skills		
	<ul style="list-style-type: none"> • Strong understanding of the Early Years Foundation Stage (EYFS) framework. • An awareness of children's development and learning. • An understanding that children have differing needs. • Ability to relate to and build effective relationships with children, parents and other members of the school community. 	<ul style="list-style-type: none"> • Knowledge of the factors that impact upon children's emotional needs and mental health. • Knowledge of effective behaviour management techniques. • Knowledge of how to safeguard young people and to be able to deal with any disclosures or concerns in relation to wellbeing.
Qualifications		
	<ul style="list-style-type: none"> • Minimum level 2 literacy and numeracy qualification or equivalent. 	<ul style="list-style-type: none"> • Relevant NVQ level 3 • Appropriate first aid training
Personal Attributes		
	<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours and attitudes. • Patience and empathy - Ability to interact with children of • diverse backgrounds and varying abilities, demonstrating patience, empathy, and understanding. • Initiative - Proactive nature and willingness to take initiative in supporting teachers and children, seeking opportunities to • contribute positively to the learning environment • Good organisational and time management skills, with the • ability to prioritise tasks and manage multiple responsibilities effectively. • Strong interpersonal skills and ability to work collaboratively as part of a team 	

Other Requirements

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| <ul style="list-style-type: none">• Enhanced DBS Clearance• Ability to work successfully in a team.• Confidentiality• Flexibility• To be committed to the school's policies and ethos• To be committed to Continuing Professional Development• Motivation to work with children and young people• Ability to form and maintain appropriate relationships and personal boundaries with children and young people• Emotional resilience in working with challenging behaviours and attitudes• Ability to use authority and maintaining discipline• An empathy for equality & diversity | <ul style="list-style-type: none">• Creativity |
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