



# THE TENNYSON

Learning Community

Together in strength and partnership

## EARLY YEARS PRACTITIONER

### JOB DESCRIPTION

<b>Salary Range:</b>	NJC L4-L5 £27,254 - £32,597 dependant on experience and qualifications
<b>Responsible to:</b>	Head of School
<b>Responsible for:</b>	Learning and support of pupils as directed
<b>Liaison with:</b>	Class Teacher, Year Leader and SLT
<b>Terms and Conditions:</b>	NJC Local Government
<b>Commencement</b>	As soon as possible

### MAIN RESPONSIBILITY

#### Purpose of post

Working in a Nursery/Foundation/ Reception Unit, support the Class Teacher in all aspects of teaching, and enhance learning opportunities for pupils, bringing to bear a professional knowledge and understanding of child development and pupils' individual needs, including those with special educational needs and supporting the child's development in the six key areas of learning:

- Personal, social and emotional
- Knowledge and understanding of the world
- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Creative development
- Physical development

#### Specific Duties and Responsibilities

		%
1	Contribute to the planning of teaching and learning for whole class and individual pupils on a short, medium and long-term basis and to the development of Individual	20

	Education Plans where relevant. Under direction, develop and maintain resources to assist in teaching.	
2.	Under the direction of the class teacher and following agreed lesson plans for both the indoor and outdoor curriculum, support the teaching and learning of classes, small groups or individual pupils, including ad hoc whole class cover, using learning and support strategies appropriate to the needs of the pupils, and supporting both the indoor and outdoor curriculum. Provide support and guidance to other support staff.	20
3.	Contribute to the monitoring, recording and assessment of pupil progress through observation and questioning, against pupil targets and Individual Education Plans.	20
4.	Contribute to the development of a purposeful working atmosphere and implement the school's behaviour and any related policies and procedures.	10
5.	Develop and maintain supportive relationships with parents, carers and others of the pupil's community. Work collaboratively with other agencies and professionals as necessary, including educational psychologists, health professionals, speech and language therapists, to meet the personal and educational needs of individual pupils.	10
6.	Contribute to the care, health and welfare of pupils in accordance with the school's health and safety and related policies. This may include carrying out agreed daily hygiene routines, the administration of medicines, medical and dietary procedures and assisting pupils in eating at lunchtimes.	10
7.	Contribute to the development of school policies and practices, the school improvement plan and activities, which support the wider aspirations, and values of the school, working collaboratively and supportively with colleagues.	3
8.	As required, take responsibility for or contribute to specific aspects of teaching, learning and personal development, for example swimming, visits out of school, independence programmes, etc.	3
9.	Contribute to the order and cleanliness of the classroom and school environment. This may involve cleaning and sterilising classroom equipment, tidying the classroom, cleaning up spills, etc.	2
10.	Develop and maintain professional knowledge and understanding, including contributing to and participating in INSET.	2

## **DIMENSIONS**

**Supervisory Management:** N/A

**Financial Resources:** None.

**Physical Resources:** None

**Other:** Safeguarding children

## **CONTEXT**

All support staff are part of a whole school team. They are required to support the values and ethos of the Trust, the school and the priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. A Teaching Assistant at this level could be deployed to support pupils for whom English is an additional language, to support named children with special educational needs

(behavioural or medical), or generally.

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided.

Working Environment: There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell.

#### **DISCLOSURE AND BARRING AND RECRUITMENT CHECKS**

##### **This post meets the definition of 'regulated activity' as defined in the Safeguarding Vulnerable Group Act 2006 (as amended)**

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also, any adult cautions (simple or conditional), and spent convictions that are not protected as defined by

the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Authority.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment' Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from on [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

CVs will not be accepted for any posts based in schools.

**This job description will be reviewed annually to reflect the plans, growth and development of the Tennyson Learning Community. The safety and well-being of our children is central to our ethos and we expect all staff and volunteers to share this commitment. Successful applicants will be required to provide references, undertake an enhanced check through the Disclosure and Barring Service, and comply with the Safeguarding Policy and child protection practices of the Trust.**

Date of Annual Review:

Line Manager: Class Teacher

## PERSON SPECIFICATION

### Key Criteria for Early Years Assistant

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• NNEB or BTEC or NVQ level 3 in childcare or equivalent qualification.</li> <li>• Commitment to further job related training.</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid Certificate</li> <li>• Further relevant studies.</li> <li>• Willingness to undertake specific and case related training to meet health and educational needs of named individual pupils.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Some experience of child development in pre-statutory school, care and/or education.</li> <li>• Some experience of planning, monitoring and assessment of children's learning and development.</li> <li>• Demonstrable experience of safeguarding children procedures and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Recent experience in an educational setting.</li> <li>• Experience of delivering a curriculum for children with special educational needs.</li> </ul>
<b>Skills, Abilities and Competencies</b>	<ul style="list-style-type: none"> <li>• Able to contribute positively to the work of a team.</li> <li>• Self motivated in working with parents/ carers and the child's community.</li> <li>• Able to communicate at a range of levels e.g with children, parents, other professionals etc.</li> <li>• Able to relate observations to records and planning.</li> <li>• Willingness to contribute to the support of children in all areas of personal development and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Basic information technology skills, e.g. word-processing, databases, spreadsheets</li> </ul>

	<b>Essential</b>	<b>Desirable</b>
	<p>including toileting programmes.</p> <ul style="list-style-type: none"> <li>• Able to keep accurate records.</li> <li>• Able to plan play activities to support learning.</li> </ul>	
<b>Equality Issues</b>	<ul style="list-style-type: none"> <li>• Able to identify and act upon discrimination.</li> </ul>	
<b>Behavioural Competencies</b>	<ul style="list-style-type: none"> <li>• Able to demonstrate appropriate motivation to work with young people.</li> <li>• Able to form appropriate relationships with young people.</li> <li>• Emotional resilience in working with challenging behaviours.</li> <li>• Appropriate attitudes to use of authority and maintaining discipline.</li> </ul>	
<b>Specialist Knowledge</b>	<ul style="list-style-type: none"> <li>• Demonstrable knowledge of child development and the six areas of children's learning and development and able to relate this to practice in small steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Some knowledge of the early years' curriculum</li> </ul>