

POST TITLE: Early Years Practitioner - Level 3

DEPARTMENT: Early Years Foundation Stage

GRADE/SPINAL COLUMN POINT: 19

REPORTS TO: Principal / EYFS Leader

1. PURPOSE OF JOB:

Early Years Practitioners work with individuals and groups of children in a range of educational settings as part of a team under the general direction of the nominated supervisor.

Participates in and contributes to the delivery, organisation and planning of the quality education and care of young children, appropriate to the individual child's educational, social, emotional, physical and cultural needs within an agreed framework.

2. MAIN RESPONSIBILITIES

Participate in the planning process to ensure a balanced programme of activities for the children appropriate to their educational, intellectual, social, emotional, cultural and physical needs.

Ensure that relevant activity, resources and displays are provided and developed to create and maintain an attractive, stimulating, safe and secure environment.
Identify and respond to routine pastoral or educational needs and highlight any serious concerns that may require specialist intervention.

Prepare snacks and drinks for children to encourage healthy eating. Interact positively with the children at meal times to assist in developing social skills.

Undertake observation of individuals and groups of children to assess and determine levels of development.

Maintain accurate records of progress to celebrate achievement and highlight potential areas of concern to inform the nominated supervisor and comply with statutory reporting obligations.

Care for children's personal needs, maintain dignity and respect and developing the child's awareness of personal hygiene and cleanliness.

Ensure that daily domestic duties are undertaken to ensure that all equipment, materials and work areas are maintained to an agreed standard.

Plan, prepare, store and organise a range of learning resource materials and equipment to support the learning process, meet identified needs and achieve best value.

Establish and maintain a calm learning ethos and facilitate the integration of all children into the setting.

Participates in the delivery of strategies agreed as part of a child's Individual Behaviour Plan.

Monitor children's and young people's conduct and behaviour throughout the mainstream learning process and intervene to resolve complex, difficult or challenging issues using appropriate techniques, skills strategies and routine sanctions to de-escalate potential very difficult situations or resolve conflict with individual and groups of pupils and establish, maintain or restore a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors.

Help and support educational visits and outings to extend life experiences and provide a broad and varied curriculum.

Assist in supporting the development of home, school and community links to enable the child's integration into the setting.

Work under general direction with individuals and groups of children within specific areas of the curriculum to support learning and assist the nominated supervisor to implement individual education plans.

Develop and use specialist curriculum learning equipment, materials, schemes and experience in identified areas to support specific learning needs.

Participate in meetings to contribute, support and inform communication, provide information, support continuous professional development, ensure consistency and develop a team ethos.

Implement a programme of education and care for an allocated group of children to ensure continuity under the direction of a nominated supervisor.

3. SUPERVISION/MANAGEMENT OF PEOPLE

Support, advise and guide up to 5 less experienced colleagues plus parents and students.

4. CREATIVITY AND INNOVATION

Participate in the planning and delivery of relevant learning activities.

Use judgement to determine the appropriate learning delivery method, materials, equipment and learning resources to engage children, achieve planned objectives and resolve any issues.

The postholder develops positive relationships with children enabling them to become fully engaged and develop independence.

Every activity and session is different in terms of learning and developmental objectives and abilities of the children being supported. This creates an environment where new situations will arise every day. The postholder must be responsive to the modification of strategies for specific Children's learning and behaviour by making adjustments and interventions, with others as appropriate.

5. CONTACTS AND RELATIONSHIPS

Principal / EYFS Lead – to assist in planning, preparing materials, deliver learning and developmental programmes and assessing children's progress and effectiveness of the planned activities.

Children – to support, assist and enable children to access the appropriate curriculum to achieve their maximum potential. To care for their personal needs, maintaining dignity and respect. Encourage children to develop social and independence skills whilst providing support when it is needed.

Parents and Carers - liaise with parents and carers to provide updates on children's progress. Promote a positive attitude and contribute towards parent partnership development and the integration of the school into the fabric of the community.

Other staff – to work as part of the team within the setting to meet the individual needs of the children and ensure continuity of care. Highlight routine areas of concern or development opportunities. To provide advice and guidance, seek direction and collaborate to plan activity.

External agencies – participate in children's reviews to contribute information relating to individual children's achievement. Work with external agencies to keep them informed about children's progress and subsequently implement agreed programmes.

6. DECISIONS

Discretion – The programme for children is determined by the Principal / EYFS Lead in consultation with the postholder during team planning sessions.

The postholder is not required to initiate policies and procedures but will be involved on a consultation basis as part of the team supporting learning.

The postholder will ensure that sufficient resources are available to meet programme needs within the planned framework.

Working within agreed programmes and existing policy the postholder will have autonomy over how learning activities are undertaken.

Consequences - Children's potential progress will be maximised and their wellbeing ensured.

Accurate and informative records will be maintained.

Resources will be readily available and their use maximised.

Positive intervention will improve the development of the child.

The early identification of child protection issues has consequences for the well being of the child and may have legal implications for the parent or carer.

7. RESOURCE

Shared responsibility for hygiene materials, teaching materials and equipment.

Responsibility for handling small sums of cash up to the value of £50.

8. WORK ENVIRONMENT

Work Demands

The postholder will normally work within an agreed routine which may be varied dependent upon the needs of children.

Physical Demands

Physical effort may be required in assisting with daily routines, e.g. movement around the setting or school, toileting and personal hygiene.

The postholder will regularly be involved working with small children, using and moving furniture and participating in activities requiring sitting or kneeling on the floor for significant periods of time.

Occasionally required to work with children who have 'physical disability or exhibit inappropriate personal social skills or outside the normal emotional episodes.

Working Conditions

The postholder will work within the setting environment which will include periods of outdoor activity

Work Context

The post is predominantly setting based and some risk is posed to the personal safety of the postholder. In some instances there may be a risk of infection from exposure to children's bodily fluids. Appropriate safe working practises and risk assessments will be established and training provided as appropriate.

9. KNOWLEDGE AND SKILLS

Level 3 qualification in child care or education or equivalent experience.

Detailed knowledge of the structure and operation of the early year's environment.

Experience of supporting the learning of young children and knowledge of child development.

Understanding of the differing educational needs of children and an awareness of the SEN code of practice.

Food hygiene certificate.

Knowledge of child protection issues and Council procedures (level 1 certificate).

Awareness of Ofsted care standards.

Detailed knowledge of the relevant curriculum, Birth to Three Matters and Every Child Matters and child related thinking and initiatives.

Good literacy and numeracy skills.

Good listening and observational skills.

Good interpersonal and communication skills with the ability to maintain positive relationships with children, parents/carers and colleagues.

Team member – ability to work positively with and motivate other members of the team.

Ability to use and integrate ICT into the learning process.

Ability to identify the need for and use a range of specialist curriculum learning equipment, materials and schemes.

10. GENERAL

a) Job Evaluation - This job description has been set out in such a way as to allow for job evaluation using the GLPC Scheme.

b) Other Duties - The duties and responsibilities in this job description are not restrictive and the postholder may be required to undertake any other duties which may be required from time to time. Any such duties should not however substantially change the general character of the post.

c) Equal Opportunities - The postholder must carry out his / her duties with full regard to the Councils Equal Opportunities policy.

d) Health and Safety - The postholder must carry out his / her duties with full regard to the Departments Health and Safety Procedures.