



Early Years Practitioner – Part-time

Salary:	Band 6 (SCP 6-11)
Reporting to:	Assistant Head - Phase 1
Location:	Margaret McMillan Primary School
Hours:	19.25 hours a week, term time only

Main purpose of the job:

- To implement agreed work programmes as a member of a staff team to deliver high quality learning support to children and their families
- To promote children's learning, by engaging parents through home visits, encouraging parents/carers to attend the activities held in school which promote children's learning
- To support the development of parents/carers knowledge and skills about their children's development
- To support the learning of the children and to prepare provision, resources and equipment for school

Key Activities / Responsibilities:



Supervisory/Managerial

- The Early Years Practitioner may supervise children with other adults (including cover for the teacher)
- To plan a range of appropriate activities for the children
- To take delegated responsibility in the supervision and guidance of paid workers, students on work placement, trainees and voluntary helpers who may be parents
- To signpost parents/carers to other professional and voluntary services both within the school and in the wider community




Supervision and guidance

- To be responsible to the Phase Leader and leadership team who will provide supervision and guidance on School Policy and Practices and curriculum guidance. The Early Years Practitioner will work under the direction of the Phase 1 Leader. The class teacher will provide policy and practices and curriculum guidance


Range of decision making

-  To make decisions using initiative where appropriate within established working practices.
-  The postholder will be expected to use creativity and initiative to:
 - Help the children and their families take full advantage of the opportunities provided in the school.
 - Support children and their families in the best use of the materials and equipment available
 - Ensure the safety, mobility, care and well being of the children and adults

Responsibility for assets, materials etc











-  To maintain the confidential nature of information relating to the school, its children, parents and carers
-  To be responsible for the care of all equipment and materials, in conjunction with other members of staff
-  To maintain well resourced and high quality equipment and materials used by the children and parents/carers





Contacts

-  Internal at all levels, parents/carers, governors, community groups, health, social services, police, local authority, contractors, external agencies







Range of duties:

Support for children and families










-  Establish, develop and maintain positive relationships with children and their families, acting as a role model and setting high expectations
-  Use specialist skills/training/experience to support children. Use the Early Years Foundation Stage Statutory Framework and Practice Guidance to inform practice in this post
-  To assist with the planning and delivery of a wide range of activities to meet children's needs.
-  To work within the EYFS and promote high standards of care for the children
-  To assume responsibility for key children and ensure their developmental needs are met, accurately recorded and learning diaries are up to date. Monitor and evaluate children's responses to play activities through observation, recording of achievement to inform future planning
-  To use observation and reflective practice to contribute to planning and evaluation in the setting by collecting the relevant evidence and provide accurate information through discussion and reports to the relevant members of staff and parents
-  To maintain children's safety and wellbeing at all times during attendance at the setting and on trips. To take any action required to ensure the safety and welfare of children and to report any concern immediately to the Manager
-  Promote the inclusion and acceptance of all children within school
-  Encourage children to interact and work co-operatively with others and engage all children in activities
-  Help the children to develop independence and talk to the children appropriately about their behaviour, following the school Behaviour management policies and promoting high self-esteem among children

-  Talk with the children about activities in relation to their holistic development, understanding, progress and achievement
-  Give consistent support to children whilst recognising and responding to their individual needs.
-  Liaise sensitively and effectively with parents/carers as agreed within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
-  Undertake relevant clerical/administration work needed in order to carry out the role e.g. taking the register, photocopying, producing teaching and learning materials, collecting money etc.




Support for curriculum









-  Establish and maintain an appropriate child-centred learning environment by reviewing displays, resources and room lay out with the team.
-  As a member of the school team contribute fully to planning, implementing and evaluating the Early Years Foundation Stage.
-  Support the children in appropriate learning activities, both child initiated and adult led and modify if necessary.
-  Support the use of ICT in learning activities and develop children's competence and independence in its use.
-  Determine the need for, prepare and maintain general and specialist equipment and resources.
-  Help children to access learning activities through specialist support.

Support for the school

-  Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. Be vigilant for signs that children may be being abused
-  Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop
-  Contribute to the overall ethos/work/aims of the school
-  Establish good relationships and communicate with other agencies and professionals to support the development, achievement and progress of the children
-  Attend and participate in regular meetings
-  Participate in training and other learning activities as required
-  Supervise children on visits, trips and out of school activities as required
-  To support, uphold and contribute to the development of Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
-  Work across all age groups in the school as requested, recognising own strengths and areas of expertise and use these to advise and support others




















Support for parents/carers, volunteers





























-  Promote the school policies on parental involvement
-  Undertake home visits including Portage visits, as directed by senior staff, and/or following a referral from Health and other professionals
-  Report to senior staff on all home visits and maintain records of visits

-  Pass information for recording
-  Deal with any immediate problems or emergencies using the school policies and procedures and discuss the action taken with a senior member of staff
-  Recommend, after discussion with parent/carer, to senior staff when respite care is needed for a child under three.
-  Refer parents/carers and children to relevant and appropriate activities which are available to them in the school eg Stay and Play.
-  Encourage parents/carers to develop their knowledge and skills through volunteering.
-  Liaise with service providers where parents/carers need extra support to engage with activities.
-  To ensure students and volunteers go through the school induction process and that relevant paperwork is completed.
-  Support students/volunteers in their work with children under five and encourage them to progress to college or work.



Person Specification – Early years Practitioner

Qualifications and Training	Essential	Desirable
<ul style="list-style-type: none">  GCSE English and Maths or equivalent eg. Adult Literacy/Numeracy at level 1.  Relevant early Years qualification (at least Level 2)  Qualifications relating to post eg health, children, practical skills, first aid  Evidence of previous personal development.  Pediatric first aid 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓
Skills and Knowledge		
<ul style="list-style-type: none">  This is a public facing role and therefore is necessary to be able to demonstrate fluency and proficiency in spoken English. To be able to converse at ease with members of the public (including children) and provide guidance and advice in accurate spoken English.  An understanding of the needs of a multicultural society.  An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.  Understanding of principles of child development and learning processes as appropriate.  Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation  Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.  Knowledge of Health and Safety requirements  Knowledge of Behaviour Management  Knowledge of particular subject / technical area 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓
Experience		
<ul style="list-style-type: none">  Experience of working with pupils of relevant age, assisting in their development.  Experience of working with pupils with additional educational needs, more able, special educational needs.  Experience of working in the relevant discipline.  Experience of working as part of a team.  Specific technical / resource experience eg. science, art, ICT. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓

<u>Disposition and attitude</u>		
 Very good numeracy/literacy skills.	✓	
 Ability to relate well to pupils and adults.	✓	
 Ability to work constructively as part of a team.	✓	
 Ability to remain calm under pressure.	✓	
 Ability to use other relevant equipment / technology.	✓	
 Ability to use ICT effectively in relation to the post.	✓	
 Good organisational skills.	✓	
 Ability to use relevant equipment / resources.	✓	
 Good organisational skills.	✓	
 Demonstrate good co-operative, interpersonal and listening skills.	✓	
 Demonstrate a commitment to working with children of the relevant age.	✓	
 Ability to understand classroom roles and responsibilities and your own position within these.	✓	
 Good sense of humour.	✓	
 Flexibility and willingness to accept change.	✓	
 Willingness to share knowledge, expertise and experience.	✓	
 Ability to prioritise conflicting demands and pressures.	✓	
 Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
 Ability to work proactively and independently.	✓	
 Approachable, courteous and able to present a positive image of the school to callers and visitors.		
 Maintain confidentiality in matters relating to the school, its pupils, parents and carers.	✓	
<u>Other</u>		
 Candidates should indicate an acceptance of and commitment to the principles underlying Equal Rights policies and practices.	✓	
 Commitment to raising standards	✓	
 Will not require holiday leave during term time.		
 Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	✓	
 No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (CRB check required).	✓	
 Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.	✓	
 Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.	✓	
 For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the postholder to be capable of lifting and carrying pupils, within school policies and practices.	✓	

This post is subject to satisfactory vetting, including a satisfactory enhanced disclosure from DBS