

	<p><b>SERVICE AREA:</b> Children &amp; Families</p> <p><b>LOCATION:</b> Kingsbury Green Primary School</p> <p><b>SECTION:</b> Early Years</p> <p><b>JOB TITLE:</b> Early Years Practitioner – Level 3</p> <p><b>CURRENT GRADE:</b> Scale 5</p> <p><b>RESTRICTED?</b> No                      <b>POST NUMBER(S):</b> 1</p>
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#### **PURPOSE OF JOB**

- To work under the guidance of the AHT (EY-Y1) and in partnership with delegated teaching staff, and within an agreed system of supervision, to provide an outstanding quality of education and integrated care for individuals and groups of children throughout the school early years setting.
- To assist teaching staff in all aspects of the planning and assessment cycle and the related organisation and management of learning experiences, programmes and resources.
- To take responsibility for a key group of pupils working in close partnership with parents carers and families.
- To contribute to the overall ethos, work and aims of the early years and school

#### **DIRECTLY RESPONSIBLE TO**

- AHT EY – Y1

#### **FUNCTIONALLY RESPONSIBLE TO**

- Class teacher

#### **RESPONSIBLE FOR**

- Occasionally may be asked to supervise students or people on work placements.

#### **PRINCIPAL ACCOUNTABILITIES AND RESPONSIBILITIES**

1. The post holder must at all times carry out her/his duties with due regard to the Council's Customer Care, Equal Opportunities and Best Value Policies and incorporating the Council's Core Competencies.
2. The post holder is required to take reasonable care for the safety and health of themselves and others who may be affected by their acts; and to work with management to comply with school procedures and protocols and with Brent Council's Health and Safety Policy and all guidance, instructions and risk assessments. In particular the jobholder is required to attend training relevant to their post in order to ensure their health and safety responsibilities are met.
3. To understand the value of information to the council and to contribute to good information governance by keeping information safe, accurate and up to date and available to those who need it. Abide by the council's information governance policies.
4. Maintain a comfortable, safe and stimulating environment which supports and reflects diversity amongst the children, and ensure that all children have equal access to learning and development opportunities.

5. Under supervision, act as a key worker to ensure children have access to the E.Y.F.S curriculum by:
  - Observing, assessing and recording learning in line with the school systems and processes
  - Initiating and planning learning experiences with the support of teaching staff as needed; evaluating and adapting daily, weekly and termly to meet the children's needs and interests.
  - Working with individuals and groups of children as appropriate to their development and individual needs.
  - Working in partnership with Parents/Carers.
  - Organising with the support of the EY teachers and other professionals a smooth transition from home to school and from the EY to Year 1.
  - Drawing on the expertise of colleagues within school and internal and external agencies, draw up plans for individual children.
  - Displaying the children's work to draw attention to their achievements.
  - Be responsible for keeping and updating records as agreed with senior staff including individual portfolios.
  - Providing an inclusive service for care and education insuring that activities planned and carried out are sensitive to and reflect the diverse background of the children.
  - To provide a sensitive and high level of personal care to children that promotes and supports their individual needs.
6. Foster the physical, social, emotional, intellectual and linguistic development of all children in the EY, including those with special educational needs.
7. Establish good relationships with children, acting as a role model, being aware of and responding appropriately to their individual needs, and encouraging children to interact and engage in activities with others.
8. Provide a comfortable, safe, stimulating and aesthetically pleasing environment which provides consideration of families' ethnic, cultural and linguistic backgrounds and consideration for children's gender.
9. Assist the EY teachers in making home visits prior to joining or at any time deemed necessary.
10. Work in partnership with parents individually or in groups. This will include daily informal contacts, Link books, regular reviews, curriculum workshops, welcome and induction events and discussion groups.
11. Promote healthy eating for young children through dietary advice and by contributing to food and hygiene standards when preparing snacks and serving food. Model good behaviour for children eg. Eating lunch with children when on duty, encouraging self-sufficiency and age appropriate behaviour.
12. To set up and supervise learning experiences encouraging the learning development of individual children and groups both indoors and outdoors. Lead whole class groups from time to time as required
13. Deliver specialist programmes and activities as delegated in order to close gaps in pupils' learning and/or development. Monitor and evaluate progress and liaise closely with other staff to support pupils' progress.
14. Provide objective accurate and detailed feedback of children's progress, achievements, and other matters ensuring the availability of appropriate evidence. To maintain children's record of achievement.
15. Promote positive behaviour strategies, dealing promptly with conflict and incidents as agreed in centre policies and procedures and encourage children to take personal responsibility for their behaviour.
16. Supervise children at all times, including mealtimes and educational visits as required.
17. Provide appropriate personal care for sick and injured children in accordance with school policy and procedure.
18. To accompany teaching staff, children and Parents/Carers on trips and outings as required taking responsibility for small groups.

19. Be an active member of the team working in close and positive partnership with colleagues and offering support as necessary
20. Ensure the learning environment and equipment is kept clean, safe and in good order.
21. Provide opportunities for children to access information technology, plan relevant learning activities and develop children's competence and independence.
22. Keep up to date with current thinking by attending courses internally and externally, reading documents etc as required in fulfilling this role.
23. To take a high degree of responsibility for own continuing professional development through an active involvement in supervision, appraisal, team meetings, workshops and attending learning and development activities and programmes.
24. To take responsibility in representing the nursery at school to school and network meetings , as appropriate/required.
25. Be aware of and comply with policies and procedures, and report all concerns to Manager, in respect of:
  - Child Protection
  - Health, safety and security
  - Confidentiality
  - Data protection
26. Ensure all children have equal access to opportunities to learn and develop in a fully inclusive setting.
27. To support learning and development of students and volunteers.
28. To liaise with the school's Special Educational Needs Co-ordinator and other specialist Professionals e.g TCB staff.
29. To work cooperatively as part of a team actively participating in external and internal inspections, being aware of and working to all defined policies and procedures.
30. Use IT including word processing, web based programmes, data portals and emails competently to communicate with senior leaders, peers, parents and other professionals as required.
31. Undertake any other duties as delegated by the AHT – EY and specialist professionals

#### **OTHER PROVISIONS**

32. This position requires that post holders undertake an enhanced DBS Disclosure prior to employment and every three years thereafter.
33. This post is exempt from section 4 (2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.

## Person Specification

**Service Area:** Children and Families  
**Location:** Kinsbury Green Primary School – Early Years  
**Post Title:** Early Years Practitioner – Level 3  
**Grade:** Scale 5

**Please note.** All criteria are essential. The successful candidate must satisfy all off the criteria. Short listing will be on the basis of the criteria indicated in the 'Application Form' Column.

### Method of Assessment

	Application Form	Interview	Test
<b>Education, Training &amp; Qualifications</b> <ul style="list-style-type: none"> <li>• N.N.E.B or equivalent qualification e.g. N.V.Q 3 or BTEC in Care and Education</li> <li>• Evidence of successful completion of training in relevant strategies for early year's education</li> <li>• Current First Aid Certificate</li> </ul>	*  *  *	  *  	
<b>Knowledge &amp; Experience</b> <ul style="list-style-type: none"> <li>• Previous successful experience of using information and communication technology to support learning</li> <li>• Previous successful experience of operating a range of resources and equipment in a learning environment, including ICT</li> <li>• Full working knowledge of, The Early Years Foundation Stage curriculum and Early Years Profile, The S.E.N Code of Practice and the National Curriculum for Key Stage1</li> <li>• A thorough understanding of how young children learn</li> <li>• Understanding of key principles of child development and learning</li> <li>• An understanding of the needs of children and families including those with disabilities</li> <li>• Previous experience in working with children aged birth to five</li> <li>• Previous experience of leading a small team or area</li> <li>• Experience of dealing with childhood illnesses, accidents and emergency procedures and have current First Aid Certificate</li> <li>• Experience of food preparation for young children including young babies</li> <li>• Understanding and commitment to the Council's Equal Opportunities policy</li> </ul>	*  *  *  *  *  *  *  *  *  *  *  *	*  *  *  *  *  *  *  *  *  *  *  *	

<p><b>Skills &amp; Abilities</b></p> <ul style="list-style-type: none"> <li>• Ability to absorb and understand a wide range of information concerning the functions of the centre</li> <li>• Ability to build and form working relationships with children, parents/carers and colleagues, to work flexibly across professional and operational boundaries, and to work as a member of a team</li> <li>• Ability to work on own initiative, and to prioritise between conflicting demands</li> <li>• Ability to self-evaluate learning needs and to develop new skills and learning opportunities</li> <li>• Ability to work co-operatively within a multi-disciplinary team</li> <li>• Evidence of commitment to continuous learning within a learning environment</li> <li>• Strong verbal and written communication skills appropriate to the need to communicate effectively with Managers, children, Parents/Carers, families and staff.</li> <li>• Excellent numeracy and literacy skills equivalent to NVQ Level 2 in Maths and English</li> <li>• Good communication and interpersonal skills</li> </ul>	<p style="text-align: center;">*</p>	<p style="text-align: center;">*</p>	
<p><b>Personal attributes</b></p> <ul style="list-style-type: none"> <li>• A positive helpful attitude is essential</li> <li>• High achievement orientation: a commitment to promoting the school's ethos of Pride + Effort= Success</li> <li>• Good analytical and conceptual thinking skills</li> <li>• Strong self-leadership</li> <li>• Willingness to go out of your way to help others – supporting the team and “going the extra mile”</li> </ul>	<p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p>	<p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p>	