



Colnbrook C. of E. Primary School

Job Description

Early Years Practitioner

Actual Salary/Grade:

Hours: Monday-Friday, 8:00am – 4:00pm (term time only, plus Insets)

Responsible to: Early Years Lead

Job Purpose

- To work as part of a team with the EYFS Lead in developing and implementing the Early Years' Foundation Stage curriculum
- To complement the work of the teacher by taking responsibility for agreed learning activities under an agreed system of supervision
- Monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development as agreed with the teacher
- Planning, preparing and delivering learning activities for individuals/groups or short-term for whole class

Safeguarding

Colnbrook C. of E. Primary School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

Key Areas of Impact

Main Duties and Responsibilities

Support for Pupils

- Assist and take responsibility for a group of children's, 'Learning Journals'.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Supervise pupils while carrying out pre-prepared work and work that has been set in accordance with the school policy.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement IEP's and provision maps and recording progress qualitatively and with the use of testing data.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently while recognising and responding to their individual needs.
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Assist pupils with personal hygiene needs in accordance with relevant guidance policies and procedures in force at the relevant time
- Support the well-being and personal development of pupils.

Support for Teachers

- Take responsibility to organise and maintain the learning environment.
- Use strategies to support pupils to achieve Early Years Foundation Stage objectives.
- To lead home visits with another member of staff in order to facilitate the transition between home and school in order to evaluate and assess the home setting in preparation for the children starting school, the developmental requirements of the child and any special needs etc. As a result the post holder will create a plan and consult and agree with the SENDCo.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.

- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring activities against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Implement the school's Therapeutic Behaviour Regulation Policy and contribute to effective behaviour management
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds

Additional Duties

- Provide first aid support, where necessary
- Supervise before and after school clubs, as timetabled
- Play a full part in the life of the school community, to support the school ethos and to encourage staff and learners to follow this example;
- Actively promote school policies;
- Actively engage in the appraisal process
- Continue professional development as agreed
- Alert the Designated Safeguarding Lead in the event of any suspected Child Protection issues that may be affecting a learner
- Ensure a high level of confidentiality at all times.
- Demonstrate professional conduct at all times.
- Comply with Data Protection Principles and Health and Safety rules and regulations.

Additional Notes

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but in consultation with you may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Safeguarding

In accordance with the Trust's commitment to follow and adhere to the most recent versions of the Department for Education's (DfE) guidance entitled "Keeping Children Safe in Education" and "Safeguarding Children and Young People and Young Vulnerable Adults Policy" and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Trust. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the Trust.

You are also required to know and comply with the most recent version of the DfE document 'Guidance for Safer Working Practice for Adults who work with Children and Young People.' You are required to have satisfactory Enhanced DBS clearance with barred list information. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the school and uphold public trust and confidence at all times.

The Early Years Practitioner will be required to follow school policies and the staff Code of Conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Teaching Assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Personal Specification

QUALIFICATIONS & EXPERIENCE	Essential	Desirable
Very good English/maths skills.	✓	
Experience of working with relevant age groups within a learning environment.	✓	
Experience of working with children with additional needs, in particular Autism Spectrum Disorder (ASD)	✓	
Holds NNEB NVQ level 3 in Childcare and Education or equivalent qualification or experience	✓	
Training in relevant learning strategies to support children with additional needs e.g. PECS, Makaton, Colourful Semantics		✓
Appropriate first aid training		✓
Valid UK full driving licence and daily use of a car and ability to travel to and from home visits		
PROFESSIONAL VALUES AND PRACTICE	Essential	Desirable
Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.	✓	
Able to build and maintain successful relationships with pupils, treating them equitably with respect and consideration.	✓	
Demonstrate a commitment and ability to raising educational achievement to all pupils and to promote positive values, attitudes and behaviour.	✓	
Understand the roles of parents and carers in pupils' learning and development and demonstrate ability to liaise with parents and carers sensitively and effectively.	✓	
Demonstrate a willingness and ability to improve own practises and methodologies through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line-managers.	✓	
KNOWLEDGE AND UNDERSTANDING	Essential	Desirable
Demonstrate sufficient understanding of a defined specialist area to support pupils' learning and an ability to acquire further knowledge to contribute effectively and with confidence to the class		

Full working knowledge of relevant policies and codes of practice and relevant legislation.		✓
Working knowledge of the Foundation Stage curriculum and other relevant learning programmes/strategies.	✓	
Understanding of principles of child development and learning processes and in particular, barriers to learning.	✓	
Ability to use visual aids to support understanding and communication	✓	
Ability to work constructively as part of a team, understanding classroom roles and responsibilities.	✓	
Able to use IT effectively to support learning	✓	
Able to monitor and record progress towards personalised targets	✓	
Understanding of health and safety requirements, first aid and emergency procedures		
Understanding of child development from 0 - 5 years	✓	
Personal qualities	Essential	Desirable
Be a team player	✓	
Ability to motivate and inspire staff and pupils	✓	
Ability to use tact, diplomacy, sensitivity and good humour	✓	
Ability to understand others and create trust	✓	
Effective written and spoken communication	✓	
Ability to demonstrate personal and emotional resilience when working in a range of challenging situations	✓	
Commitment to safe-guarding and promoting the welfare of children and young people	✓	
Willingness to undergo appropriate checks including enhanced DBS checks	✓	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓	
Emotional resilience in working with children's behaviours and attitudes to use for authority and maintaining discipline	✓	
A genuine concern to secure the educational progress of pupils, irrespective of their ability, or ethnic, cultural or social background	✓	

Headteacher/line manager's signature: _____ Date: _____

Postholder's signature: _____ Date: _____