



Early Years Practitioner

Ferham Primary School

Job Description

Post:	Early Years Practitioner - Permanent
Hours:	30.5
Responsible to:	EYFS Lead / Headteacher / JMAT
School:	Ferham Primary School
Scale:	Level 3 Band E - £26,403 - £28,142 – Pro rata
Liaising with:	All school stakeholders
Start date:	ASAP
General Duties	
	<ul style="list-style-type: none"> • To fulfil the requirements of an Early Years Educator / Practitioner at a Level 3 standard. • Be aware of and comply with all relevant school policies, including those relating to safeguarding, health and safety and data protection. • To share the responsibility for safeguarding and promoting the welfare of all children in the class. • Be prepared to help where needed in the preparation of snacks, meals, cleaning of equipment etc. • Promote inclusion and adopting the ethos, values and aims of the school. • Encourage independence of children through practical assistance, training and by being a positive role model. • Accompany groups who are participating in educational visits. • To assist with the domestic management of the class, including ensuring that the area is kept safe, secure and clean at all times. • Monitor and supporting the needs and behaviour of children, working closely under the direction of the class teacher.

	<ul style="list-style-type: none"> • Provide general administrative and clerical support to the class teacher with regards to lesson planning and resources. • Undertake record keeping as requested. • Demonstrate and promote commitment to equal opportunities. • Where appropriate – Liaise with the SENDCO regularly to review the progress of individual children with SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES).
Specific Responsibilities:	Supporting Teachers
	<ul style="list-style-type: none"> • Assist the class teacher with creating and maintaining displays throughout the classroom and other areas of schools as needed. • Undertake activities set by the class teacher with individual, and groups of, children to ensure their safety and assist with their physical, emotional and educational development. • Support learning activities and teaching programmes, adjusting activities where needed liaising with the class teacher, according to children's responses. • Contribute to keeping records of children's development and communicating any concerns directly to the class teacher or other member of the leadership team if necessary. • Assist with monitoring the needs of children, including educational progress and emotional support. • Assist with monitoring the progress of children with SEND, referring to their EHC plans and reporting back to the class teacher / SENDCO. • Help to ensure that classrooms are orderly, supportive and engaging. • Assist with implementing a variety of teaching strategies, in liaison with the class teacher to support children to achieve their learning goals. • Provide detailed and regular feedback to the class teacher on children's achievement, progress and developmental needs. • Promote good behaviour, reporting and dealing promptly with conflicts and incidents in line with the school's behaviour policies. • Establish constructive relationships with parents and carers where required.
	Supporting Children
	<ul style="list-style-type: none"> • Supervise children's work and offering support / resources where necessary, including children with SEND, working both within the classroom and outside. • Where needed, assisting the class teacher with the creation of individual learning plans for specific children. • Assist with supporting specific programmes linked to learning strategies. E.g., Phonics • Encourage and supporting children to interact with each other and engage positively in their learning. • Provide feedback to children in relation to their progress and achievement under guidance from the class teacher. • Attend to children's personal needs, and implementing personalised assistance to help with their social, emotional and educational development. • Assist with health and safety needs including support and care for those suffering from minor injuries. (First Aid training will be provided) • Support children at mealtimes, where necessary. • To help children with feeding, changing clothes, toileting etc. • Help maintain hygienic standards at all times.
	Supporting the School
	<ul style="list-style-type: none"> • Establish a supportive relationship with the children and their parents / carers (where necessary), acting as a role model and being aware of and responding to individual needs. • Promote inclusion and acceptance of all children, including those with SEND.

	<ul style="list-style-type: none"> • Be aware of confidential issues linked to children maintaining strict levels of confidentiality. • Be aware of the school policies and procedures and following these at all times. e.g., Child Protection and Safeguarding, Data Protection, Health and Safety. • Participate in professional development and training to enable the very best support for the children.
	<p align="center">Fulfilling the Requirements of a L3 Early Years Educator / Practitioner</p>
	<ul style="list-style-type: none"> • To support and promote children's early education and development. • To plan and provide effective care, teaching and learning that enables children to progress and prepares them for the next phase of their education. • To make accurate and productive use of assessment. • To develop effective and informed practice.

The post holder's duties must be carried out in compliance with the school's Safeguarding Policies, Equality Policies, Information Security Policies, Financial Regulations, Health & Safety at Work Act and all other school policies.

These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other reasonably determined duties within the school, commensurate with the grading of the post, without changing the general character of the post. The Job Description and allocation of responsibilities will be reviewed on a yearly basis and may be amended by the Headteacher at any time after consultation.

The post holder must always comply with the school's code of conduct.



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Person Specification

James Montgomery Academy Trust is dedicated to appointing the best possible candidates.

The successful candidate for this position will make the education and welfare of children their first concern and will be accountable for achieving the highest possible standards in work and conduct.

EDUCATION AND QUALIFICATIONS			
	Essential	Desirable	Source A- application I - interview R - references
Minimum of English and Maths GCSE or equivalent (Grade A-C or 9-5)	✓		A
Level 3 or higher qualification that meet the DfE's criteria for eligibility in the EYFS (Early Years Foundation Stage) framework, please see this guidance .	✓		A
Evidence of continuous professional development relevant to early years and child development.	✓		A, I
Paediatric First Aid certificate		✓	A
Food hygiene certificate		✓	A

SKILLS AND EXPERIENCE			
	Essential	Desirable	Source A- application I - interview R - references
Demonstrable levels of numeracy and literacy.	✓		A
Experience of working in an EYFS setting.	✓		A, I
Experience of planning and leading activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.			
Effective verbal and written communication skills.	✓		A, I, R
Good organisational and time management skills.	✓		A, I, R

Ability to handle changing circumstances and varied responsibilities.	✓		A, I
Demonstrate patience and understanding, and a willingness to help and nurture all children.	✓		A, I, R
Experience of providing effective care, teaching and learning that enables children to progress and prepares them for the next phase of their development.	✓		A, I
Experience of working in partnership with colleagues, parents and carers or other professionals.	✓		A, I
Experience of working with children with SEND.		✓	A, I
Good levels of competency in using ICT.		✓	A

KNOWLEDGE and UNDERSTANDING			
	Essential	Desirable	Source A- application I - interview R - references
Knowledge of relevant school policies including safeguarding, equal opportunities, health and safety and data protection and the importance of adhering to them.	✓		A, I
Understand the expected patterns of children's development from birth to 5 years and have an understanding of further development from age 5 to 7 (including some knowledge of the National Curriculum).		✓	A, I
Understand the significance of attachment and how to promote it effectively.	✓		A, I
Understand the importance to children's holistic development of: <ul style="list-style-type: none"> speech, language and communication personal, social and emotional development physical development 	✓		A, I
Knowledge of the EYFS Framework and Development Matters	✓		A, I

PERSONAL ATTRIBUTES			
	Essential	Desirable	Source A- application I - interview R - references
Able to build successful working relationships.	✓		A, I, R
Able to work independently and as part of a team.	✓		A, I
Empathetic with those facing barriers to their learning.	✓		A, I
A commitment to safeguarding and promoting the welfare of children and young people.	✓		A, I, R
Demonstrably professional, honest and loyal.	✓		A, R
Commitment to children and their learning, wellbeing and safety.	✓		A, I
Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	✓		A, I
Dedicated to promoting their own professional development.	✓		A, I
Reliable and dependable.	✓		A, I, R

Willingness to meet the expectations of the post and know strengths and areas to develop	✓		A, I
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Additional Essential Criteria

- Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment.
- Fully supportive references.
- Full enhanced DBS (Disclosure and Barring Service) clearance.