

Role Profile – Operational Context Form

Post title: EYFS Practitioner Level 2

Grade:	Grade 4	Staff responsibility:	Yes/No	Essential Car user:	Yes/No
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Scope of role:

Under the clear guidance of the EYFS teacher, Room Leader and EYFS team, to support the care, wellbeing, learning and development of children through appropriate play-based and routine-based activities, including children with special educational needs and/or additional language needs.

The role will involve establishing positive, nurturing and supportive relationships with children, and assisting them to engage in structured and child-initiated learning experiences appropriate to their developmental stage.

The practitioner will support children to remain engaged and supported in their play and routines, promoting positive behaviour, emotional security and independence, and will share relevant observations and information with colleagues to support children’s progress and next steps.

In addition to the duties outlined, the postholder may be required to undertake duties normally associated with a lower-graded Early Years Practitioner post, as appropriate.

Accountabilities / Responsibilities – appropriate for this post

Support for Children

- Under the clear guidance of the EYFS teacher, Room Leader and EYFS team, to support the delivery of play-based and routine-based learning experiences for individual children and small groups.
- To assist in monitoring and supporting children’s personal, social and emotional development, including wellbeing, attachment and positive behaviour.
- To develop positive, nurturing relationships with children to support engagement, confidence and early development.
- To support the implementation and review of individual targets for children, including those linked to communication, SEND or inclusion, as directed by senior staff.
- To support children as part of a planned inclusion approach, working with colleagues to meet individual needs.
- To assist in the development of early communication, physical, social and learning skills through play, interaction and daily routines.
- To assist with personal care, medical or welfare needs, including toileting, feeding and hygiene, where appropriate training has been provided.

Support for Teaching and EYFS Practice

- To contribute to the observation and recording of children’s development and progress, sharing relevant information with the EYFS teacher, Room Leader and EYFS Team.
- To assist in the preparation, organisation and maintenance of learning environments and resources appropriate to EYFS provision.
- To support the supervision, safety and wellbeing of children throughout the nursery day, including indoor, outdoor and transition times.
- To share information to support the planning and evaluation of EYFS provision and next steps for learning.

- To liaise with the appropriate member of staff regarding children’s attendance or wellbeing concerns, in line with school procedures.
- To support children during visits, outings and experiences beyond the nursery, in accordance with school and Nursery policies.

- **Support for the School / Nursery**
- To assist in providing a safe, calm, nurturing and purposeful nursery environment in which effective learning and development can take place.
- To support the promotion of positive, professional relationships with parents and carers, and to work collaboratively with outside agencies where appropriate.
- To work at all times within school and Nursery policies and procedures, including safeguarding, health and safety and confidentiality.
- To attend staff meetings, training and professional development opportunities as appropriate.
- To take responsibility for their own health and safety and that of others, including children, colleagues and visitors.
- To maintain an awareness of the confidential nature of information relating to children, families, staff and school matters.

- **Support for the EYFS Curriculum**
- To assist in the delivery of developmentally appropriate, play-based EYFS provision in line with agreed nursery planning.
- To support children’s learning through structured routines, child-initiated play and adult-led activities, appropriate to their developmental stage.
- To support the appropriate use of resources and simple digital tools to aid EYFS observation, assessment and communication, in line with nursery practice
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Prepared by:	Burscough Village Primary School	Date:	01/05/2026
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Using the Lancashire County Council Job Description

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

Person Specification

Post Title – EYFS Practitioner /Teaching Assistant - Level 2(a)

Requirements	Essential (E) or Desirable (D)	To be identified by: Application form (A), interview (I), reference (R)
<p>Qualifications</p> <p>A full and relevant Level 2 Early Years Educator qualification (EYFS NVQ Level 2 or above, or equivalent), meeting the requirements of the EYFS statutory framework.</p>	E	A
<p>Experience</p> <p>Experience of working with or caring for children of relevant age</p> <p>Experience of working in a relevant classroom/service environment</p> <p>Experience of Administrative work</p> <p>Experience of supporting pupils with challenging behaviour</p>	E D D D	A, I A, I A, I A, I
<p>Knowledge/skills/abilities</p> <p>Ability to operate at a level of understanding and competence equivalent to NVQ Level 2 standard</p> <p>Ability to relate well to children</p> <p>Ability to work as part of a team</p> <p>Good communication skills</p> <p>Ability to supervise and assist pupils</p> <p>Time management skills</p> <p>Organisational skills</p> <p>Knowledge of classroom roles and responsibilities</p> <p>Knowledge of the concept of confidentiality</p> <p>First Aid/Paediatric First Aid Certificate</p> <p>Administrative skills</p> <p>Knowledge of Early Years Foundation Stage</p> <p>Good numeracy and literacy skills</p> <p>Ability to make effective use of ICT</p> <p>Flexible attitude to work</p>	E E E E E D D D E D D D E D E D E	A, I A, I A, I A, I A, I A, I A, I A, I A, I A A, I A, I A A, I A A, I A, I
<p>Other</p> <p>Commitment to undertake in –service development</p> <p>Commitment to safeguarding and protecting the welfare of children and young people</p> <p>Satisfactory attendance record/commitment to regular attendance at work</p>	E E E	A A, I R
<p>Note: We will always consider your references before confirming a job offer in writing</p>		

Date created: 13/02/2023