

## Burscough Village Primary School

### Role Profile – Operational Context Form

<b>Post title:</b> EYFS Practitioner Level 3					
<b>Grade:</b>	Grade 5	<b>Staff responsibility:</b>	Yes/No	<b>Essential Car user:</b>	Yes/No
<b>Scope of role:</b>					
<p>The post holder will work as part of the school-based nursery team, contributing to the delivery of high-quality early years provision in line with the EYFS statutory framework. The role focuses on supporting the care, wellbeing, learning and development of young children within a nurturing, inclusive and stimulating environment.</p> <p>The post holder will work collaboratively with EYFS teachers, Room Leaders and other Early Years practitioners to support children’s personal, social, emotional and developmental needs, including those with special educational needs and/or additional language needs.</p> <p>The role requires a strong commitment to safeguarding, positive relationships and play-based learning, with an emphasis on supporting children’s early communication, physical development, independence and wellbeing. The post holder will act within agreed nursery routines and practices, exercising initiative and professional judgement appropriate to their role and level of responsibility.</p> <p>The post holder will contribute to the smooth day-to-day operation of the Nursery, supporting high standards of practice, teamwork and communication with families and professionals, and promoting a positive and inclusive nursery ethos in which all children can thrive.</p>					
<p><b>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.</b></p>					
<b>Support for Children</b>					
<ul style="list-style-type: none"> <li>- To work collaboratively with the EYFS class teacher, Room Leader and EYFS team to support the planning, delivery and evaluation of high-quality EYFS provision.</li> <li>- To implement structured and play-based learning experiences for individual children and small groups, appropriate to their developmental stage and individual needs.</li> <li>- To support children’s personal, social and emotional development, including attachment, self-regulation, independence and positive behaviour.</li> <li>- To build and maintain positive, nurturing relationships with children in order to support wellbeing, engagement and early development.</li> <li>- To contribute to the setting, monitoring and review of individual targets, including those related to SEND, communication or inclusion.</li> <li>- To support children as part of a planned inclusion approach, working with colleagues and external professionals where appropriate.</li> <li>- To implement targeted support or intervention activities that promote children’s early communication, physical, social and learning skills.</li> <li>- To assist with personal care, medical or welfare needs, including toileting, feeding and hygiene, where appropriate training has been provided.</li> </ul>					
<b>Support for Teaching and EYFS Practice</b>					
<ul style="list-style-type: none"> <li>- To observe, monitor and contribute to the recording of children’s development and progress, sharing relevant information with the Room Leader and EYFS</li> <li>- To assist in the preparation, organisation and maintenance of learning environments and resources that support EYFS provision.</li> </ul>					

- To support the supervision, safety and wellbeing of children throughout the nursery day, including indoor, outdoor and transition times.
- To provide feedback and information to support the planning and evaluation of EYFS provision and next steps for learning.
- To liaise with the appropriate member of staff regarding attendance, wellbeing or concerns, in line with school procedures.
- To support children during visits, outings and learning experiences beyond the nursery, in accordance with school and Nursery policies.
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### **Support for the School / Nursery**

- To assist in providing a calm, safe, purposeful and supportive 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 external agencies where appropriate.
- To work at all times within school and Nursery policies and procedures, including safeguarding, health and safety and data protection.
- To attend and contribute to staff meetings, training and professional development 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 support the planning and delivery of high-quality, play-based EYFS provision, appropriate to the developmental needs of children.
- To assist in the implementation of educational and developmental work programmes that promote children's learning, wellbeing and engagement.
- To support the appropriate use of resources and simple digital systems to aid EYFS observation, assessment and communication, in line with nursery practice.

<b>Prepared by:</b>	Burscough Village Primary School	<b>Date:</b>	01/05/2026
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#### **Adapted using the Lancashire Schools Job Profiles**

#### **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 - Level 2(b)

Requirements	Essential (E) or Desirable (D)	To be identified by: Application form (A), interview (I), reference (R)
<p><b>Qualifications</b></p> <p>A full and relevant Level 3 Early Years Educator qualification (EYFS NVQ Level 3 or above, or equivalent), meeting the requirements of the EYFS statutory framework.</p> <p>Level 2 or equivalent qualification in English/Literacy and Mathematics/Numeracy or GCSEs (or equivalent) at Grade 4/C or above in English/Literacy and Mathematics/Numeracy.</p>	E E	A A
<p><b>Experience</b></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	A, I A, I A, I
<p><b>Knowledge/skills/abilities</b></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 D E D 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, I
<p><b>Other</b></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

**Note: We will always consider your references before confirming a job offer in writing**

**Date created: 13/02/2023**