

## Crowland Primary School



<b>Job Title:</b>	Early Years Practitioner
<b>Grade:</b>	Scale 5
<b>Department:</b>	Early Years Foundation Stage
<b>Responsible to:</b>	Stavroulla Stavrinou
<b>Hours:</b>	33 hours (Term time only)

**This post is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure check with the Criminal Records Bureau will be undertaken**

### Main Objectives of post

- To be a member of a team contributing to the planning, preparation, delivery and evaluation of learning experiences that will enhance children's physical, intellectual, linguistic, emotional, social and moral development.
  - To contribute to the provision and maintenance of a healthy, safe and stimulating environment. To develop and maintain professional links with parents and the Authority.
  - To fulfil the responsibilities of a key person. These include building a close relationship with a group of key children and their [parents/carers and supporting these children's learning needs.
- ☐ *The Early Years Practitioner is expected to work as a partner in the team together with the teacher in the class, each respecting each other's different skills and training. The teacher retains overall managerial responsibility for the team and its work.*
  - ☐ *Early Years Practitioners cannot be expected to work outside their contracted hours unless time is given in lieu or paid overtime.*
  - ☐ *As a Local Authority we strongly recommend that Early Years Practitioners be given some non-contact time each week in order to be able to fulfil their professional duties.*

## Main Duties

1. Take responsibility for developing close professional relationships with an identified group of children and their parents to support children's emotional well-being and learning.

*All core staff, including Early Years Practitioners, would be expected to act as Key Person for an identified group of children and their families. These duties would include: -*

- a) Making a specially close relationship with these key children and their families*
  - b) Meeting as a key group at regular intervals- once or twice a day*
  - c) Acting as an advocate for their key children's needs in planning meetings*
  - d) Making observations – spontaneous and narrative*
2. To take responsibility for working with groups of children on planned learning experiences including preparing, setting up, managing, clearing up materials and equipment, in both indoor and outdoor learning areas.

*This means not sole responsibility but working together with the teacher on all these duties. This might mean taking turns to be responsible for these duties on a rota basis (worked out with the teacher) or carrying out these duties together with the teacher.*

3. To take a role in the planning and delivery of the Early Years Foundation Stage curriculum including the Literacy and Numeracy programmes distributing and receiving homework as appropriate.

*This might mean bringing ideas to planning meetings in verbal form or jotted down in note form. Delivery of the EYFS curriculum would mean working with the children to deliver plans made.*

4. To take sole charge of a class of children and an adult helper for short periods of time, in unusual circumstances or emergencies, to a maximum of one session and to have responsibility for dismissing children at the end of the day.

*For short periods of time- e.g. in unexpected staff absence the Early Years Practitioner familiar to the class, would assume lead responsibility but would always be supported by a teaching assistant for these periods of time. The same arrangements would apply for dismissing children at the end of the day.*

5. To make observations, assessments, of children's play, progress and behaviour, creating and maintaining Special Books and contributing to Early Years Foundation Stage Profiles (EYFSP) using Information Technology as appropriate and use these to contribute to planning and record keeping with the staff of the class or unit.

*Making observations of children, especially key children, are an expected responsibility of all EYFS staff. These could be short notes (spontaneous*

*observations) supplemented by termly narrative observations. These observations could be given to the teacher for analysis unless the Early Years Practitioner had some non-contact time each week when s/he would be expected to carry out the analysis and identification of next steps during this non-contact time. We strongly recommend regular non-contact time for Early Years Practitioners for this reason.*

6. To foster children's language development, and where appropriate, encourage and support the use of home languages.
7. To foster children's independence, self-reliance and confidence
8. To support children to develop personal care skills including toileting, feeding, and washing.

*This does NOT mean that the Early Years Practitioner is solely responsible for changing children. This is best carried out on a Key Person basis, with each Key Person whether teacher or Early Years Practitioner, changing children and leading on developing self-care skills with his/her key children wherever possible.*

9. To take small groups of children out of school to develop their interests in their local environment and to support teachers on organised school trips.
10. To support children with a variety of Special Education Needs (SEN) within the class room environment.

*This support would be such as could be provided within contracted hours only. The teacher would attend any out of hours IEP meetings supported by verbal or written information supplied by the child's Key Person, if a Early Years Practitioner.*

11. To undertake to clean and change any child in the Early Years Foundation Stage with Special Educational Needs as part of the daily routine of that child or any other children of the Foundation Stage as the need arises.

To attend Special Needs review meetings and contribute to any discussions regarding the progress of children in your care. To ensure that children with special needs are fully integrated into the class and to ensure that the requirements of the Disability Discrimination Act and the borough's inclusion policy are implemented.

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12. To be aware of any particular health problems of a child and with the knowledge of a class teacher and following appropriate training, and if willing, to give necessary regular treatment of medication with the written consent of parent or carer.
13. Support new children admitted into school in partnership with the class teacher, and liaising with local Primary schools as required.

14. To maintain effective, professional relationships with colleagues, e.g. Support Teacher, Physiotherapists, Speech Therapists, and Psychologists and to carry out programmes recommended by professional staff.
15. To maintain good order and discipline amongst the pupils, both on the premises and when engaged in school activities elsewhere in line with the school's behaviour management policy.
16. Work with and supervise children both inside and outside as required helping to provide healthy snacks/milk during each session and during lunchtimes as appropriate.
17. To be familiar with school policies and help ensure their implementation.
18. To be aware of government initiatives and contribute to their implementation.
19. To implement the School's equal opportunities policy fully, and to work actively to overcome discrimination and stereotype.
20. To render basic first aid within the EYFS as appropriate.

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21. To be aware of Child Protection issues, identifying and monitoring suspected child abuse and children at risk, reporting to the designated Child Protection Officer.
22. Sharing in making decisions and recommendations about practice and organisation of space to maximise the achievement of all children.
23. To contribute to the selection, making and maintenance of resources.
24. To maintain effective and professional relationships with parents, meeting with them as appropriate (including formal parents' meetings) to share information and to develop home/school links by encouraging and promoting parental involvement in a range of school activities maintaining confidentiality at all times.

*In best practice Early Years Practitioners would speak with his/her key children's parents at regular intervals discussing children's progress. This would be with the support of the teacher. If this involved working longer hours then we recommend that, wherever possible, Early Years Practitioners are given time off in lieu.*

25. To work co-operatively with school health professionals, taking part in health education programmes as appropriate.
26. To assist and support new starters, volunteers or student placements.

**This post is exempt from the rehabilitation of the Offenders Act (amended 1986)**

# Crowland Primary School



## Personal responsibilities

1. Be aware of key school plans, policies and procedures, especially the Health and Safety Procedures and Child Protection Procedures.
2. Take part in Performance Management in order to identify and agree development and training needs.
3. Within your contracted hours, undertake Induction Training and other training as identified in Performance Management Processes, as may be required to enable you to provide the school with effective support. Training may be provided centrally or in school.
4. Within your contracted hours, attend staff meetings as required.
5. Be aware of the learning and physical needs of the pupils you support.
6. Respect the confidentiality of pupil information and respond sensitively to pupils' needs
7. To be aware of and to actively implement Haringey's Equal Opportunities Policy and the school's Race Equality Policy.
8. To undertake other temporary duties consistent with the basic objectives and/or duties of the post.