

Chase Lane Primary School and Nursery Unit
Early Years Practitioner Job Description

Post Title: Early Years Practitioner
Responsible to: EYFS Phase Leader/Deputy Head Teacher/Head Teacher

Job Purpose:

To work as part of a team under the direction of the Early Years Phase Leader/Deputy Head Teacher and Head Teacher to promote the vision of our school and maintain a welcoming, inclusive, safe and engaging environment, where our children and families feel valued. To meet all children's physical, social and emotional needs and support their access to the Early Years Foundation Stage curriculum, whilst promoting independence, curiosity and risk-taking both inside and outside.

Key Accountabilities/Tasks

Duties and Responsibilities:

- To have a solid understanding of the Early Years Foundation Stage (EYFS) curriculum and promote high standards, progression, and quality of learning.
- To support the vision and ethos of the school and take responsibility for implementing school policies and procedures, including safeguarding and child protection, equal opportunities, and help promote inclusion within the school.
- To set high expectations and support the class teacher in managing children's behaviour, reporting conflict and incidents in accordance with the school's behaviour policy and procedures.
- To provide care with regard to the physical welfare of pupils including first aid, self-care and other personal needs of children.
- To help prepare and maintain an engaging, purposeful, orderly and supportive environment for learning both inside and outside.
- To support individual children and groups, under the direction of the class teacher, introducing, preparing and delivering the curriculum and using a range of strategies and activities to support all children in their learning.
- To contribute to discussions about practice, routines and organisation of space, to maximise learning opportunities of all children.
- To attend weekly meeting during contracted hours to contribute to the planning and evaluation of learning activities and discuss children's engagement, progress and learning.
- To be aware of children's special educational needs and disabilities, and work with other staff and external agencies to support these children effectively.
- To record observations of children's learning and development with confidence, in line with school guidelines.

- To maintain key children's Special Books with up-to-date evidence of their learning and development, in line with school guidelines.
- To share responsibility for supporting children and parents during the periods of settling in and transition, including taking part in home visits.

Wider Professional Effectiveness:

- To work within the school's health and safety policy to ensure a safe working environment for staff, children and visitors.
- To maintain high professional standards of attendance, punctuality, appearance and conduct.
- To work effectively as a member of the school team, establishing and maintaining good relationships and effectively communicating with colleagues, parents and children.
- To work closely with other agencies and professional on a regular basis
- Encourage parents and carers to be involved in the setting and their children's learning
- Support parents with outside agencies when appropriate or required
- To participate in the school's book monitoring and the performance management framework for support staff, meeting with your line manager and ensuring that performance standards/targets are set and met within the agreed time scale.
- To undertake other relevant and appropriate training during contracted hours, as identified with your line manager at performance management reviews.
- To attend staff meetings, as required, within your contracted hours.