

Job Description:

Early Years Practitioner

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| JOB DESCRIPTION: | Early Years Practitioner |
| RESPONSIBLE TO: | Director of Early Years / Headteacher/Head of School / Class Teacher |
| RESPONSIBLE FOR | Teaching Assistants |
| JOB PURPOSE: | <p>The main purpose of the Early Years Practitioner role within the QUEST (A Church of England Schools Trust) is to work under the instruction and direction of senior managers and teaching staff to support the delivery of high-quality learning and teaching in the early years. The role is crucial in providing a safe, caring, and stimulating educational environment for children, both indoors and outdoors, and in supporting the planning and delivery of the Early Years Foundation Stage (EYFS) curriculum.</p> <p>As an employee within QUEST, staff may be required to work at any school within the Trust or elsewhere to support.</p> |
| LIAISING WITH: | Senior school staff, teaching and support staff, LA, parents/carers |
| SALARY SCALE: | QUEST Grade E (points 15-20) |
| DBS DISCLOSURE LEVEL | Enhanced |

Professional Responsibilities

School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

Key Responsibilities and Duties

Supporting Delivery of Learning and Teaching

- Deliver a high standard of learning, development, and care for children in the Early Years.
- Provide a safe, caring, and stimulating educational environment both indoors and outdoors.
- Liaise and complement the professional work of the teacher by taking responsibility for agreed learning activities under an agreed system of supervision - This may involve planning, preparing, and delivering learning activities for individuals, groups, or whole classes, and

monitoring pupils/students and assessing, recording, and reporting on their achievement, progress, and development

- Implement learning activities for small groups or class cover.
- To lead groups, or whole class in structured and unstructured activities that encourage children to learn and develop, including through play.
- To deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils/students' skills
- To promote child development, including pupil's self-reliance, self-esteem and emotional resilience.
- To support the physical, intellectual, emotional and social development of pupils, facilitating children and young people's learning and development.
- To support pupil's numeracy and literacy skills through focussed learning activities and more generally across the curriculum.
- To ensure excellent communication with parent/carers about the care, development and education of their children and develop a partnership between school and parents/carers.
- To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.
- To prepare and utilise computing resources to support pupils learning.
- To prepare and support the use of learning materials, monitor and maintain curriculum resources, and create visual displays in order to ensure safe and relevant physical learning environment.
- To assist volunteers, based in your work area, as appropriate.
- To support, as appropriate, in instances where pupils are unwell whilst at school.
- To provide intimate care and toileting support for those pupils who require it and ensure effective record keeping and communication.
- Assist in maintaining high standards of health and safety at all times.

Promoting Inclusion and Engagement

- Promote the inclusion and acceptance of all pupils/students within the classroom
- Be aware of and support differences, ensuring all pupils/students have equal access to opportunities to learn and develop

- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils/students
- Supervise and provide particular support for pupils/students, ensuring their safety and access to learning activities
- Establish constructive relationships with pupils/students and interact with them according to individual needs, encouraging them to interact with others and engage in activities led by the teacher
- To provide support, if required, for pupils who are bilingual, multilingual or who do not speak English.
- To provide care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parent/carers/other professionals as appropriate.
- To contribute to assessing and developing plans to meet the personal support needs of children and young people with additional needs or requirements and assist in the implementation and evaluation of the plans.
- Determine the need for, prepare and maintain general and specialist equipment and resources

Assessment and Feedback

- Provide feedback to pupils/students in relation to their progress and achievement
- Produce and adjust lesson plans and/or worksheets as appropriate
- Undertaking marking of pupils' work, contribute to floor books and accurately record achievement/progress
- Monitor, assess, record, and report pupils/students' achievement, progress, and development
- Regularly communicate detailed, objective, and accurate feedback to the teacher on pupils/students' achievement, progress, and challenges
- Administer formative assessments to support pupil progress.
- To support the successful transfer and transition of children in learning and development contexts and complete any paperwork necessary to support this.

Behaviour Management and Support

- Promote good pupil/student behaviour, dealing promptly with conflict and incidents in line with established policy, and encourage pupils/students to take responsibility for their own behaviour
- Contribute to the implementation of appropriate behaviour management strategies.
- Support and make use of the school's reward and sanction system
- To plan and deliver before and after school learning activities within guidelines set by the school

Administrative and Operational Support

- Provide clerical/administrative support, such as photocopying and displays
- Accompany staff and pupils/students on visits, trips, and out-of-school activities, and take responsibility for a group, ensuring their health, safety and well-being, under the supervision of the teacher as may be reasonably directed

Contribution to the School Community

Contribute to the overall ethos/work/aims of the Trust and its schools, including participation in school events outside of working hours

Professional Development

QUEST (A Church of England Schools Trust) is committed to supporting the professional development of all its staff, including Early Years Practitioners/Educators. As part of this role, you will have access to a range of training opportunities, both within the Trust and externally, to enhance your skills and knowledge. This may include attending workshops, participating in peer-to-peer learning, and accessing online resources. The Trust will also encourage and support you in pursuing further qualifications or specialised training relevant to your role and career aspirations.

Safeguarding

Safeguarding children and promoting their welfare is of paramount importance within QUEST (A Church of England Schools Trust). As an Early Years Practitioner/Educator, you will have a crucial role in ensuring the safety and well-being of the children in your care. This will include:

- Be aware of and comply with child protection procedures at all times
- Adhering to the Trust's safeguarding and child protection policies and procedures at all times
- Reporting any concerns about a child's safety or well-being to the designated safeguarding lead
- Participating in regular safeguarding training to keep your knowledge and understanding up to date

- Promoting a culture of vigilance and a safe environment for all pupils/students
- Implementing effective strategies to protect children from harm, including online safety
- Collaborating with other agencies, such as social services, to support the wider safeguarding of children

By prioritising safeguarding and child protection, you will contribute to the Trust's commitment to ensuring that all children within its schools feel safe, secure, and able to thrive.

Other duties

Provide basic first aid

To be a positive role model at all times

To sign and uphold the Trust’s Code of Conduct and ensure confidentiality is maintained at all times.

Maintaining a secure, healthy and risk-free environment for students, staff and visitors.

Embrace and actively take part in CPD, fulfilling obligations to maintain and continue professional development in line with QUEST expectations.

To commit to the specified number of hours of professional development each year and have drive and passion to evolve and improve as a committed staff member.

Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.

To participate in the staff performance management process in accordance with the Trust’s policy and be responsible for self-motivation towards agreed targets.

The job description encompasses the above statements and is not necessarily a comprehensive definition. The post holder should be willing to undertake any other tasks that might reasonably require

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Name _____

Signed _____

Date _____

Job Specification: Early Years Practitioner



ESSENTIAL SKILLS/QUALIFICATIONS

Experience of working in Early Years settings

Level 3 qualification or equivalent in Early Years education

Excellent knowledge of the EYFS curriculum and best practises in early years teaching and learning

Strong interpersonal and communication skills, with the ability to build positive relationships with pupils/students, colleagues, and parents/carers

Ability to work collaboratively as part of a team, supporting and complementing the work of teachers

Effective behaviour management skills, with the ability to promote good behaviour and deal with challenging situations

Strong organisational and time management skills, with the ability to prioritise tasks and work under pressure

Proficient in the use of technology and digital tools to support teaching and learning

Commitment to promoting the inclusion and well-being of all pupils/students

Excellent understanding of safeguarding and child protection procedures

Knowledge of a range of strategies to promote good behaviour and establish a purposeful learning environment

Knowledge of physical, intellectual, emotional and social development of children

Applicants should be able to provide evidence that they have the following necessary skills and abilities:

Ability to use a range of strategies to deal with whole classroom and individual behaviour

Very good communication skills to deal with both children and adults

Ability to constantly improve own practice/knowledge through self-evaluation and learning from others

Ability to work under supervision and as a team member, understanding classroom roles and responsibilities and your own position within these.

Ability to deal with minor injuries

To show commitment to sustain excellent attendance at work

Commitment to and participation in the wider life of the schools and Trust

Willingness to be flexible and adaptable as determined by the needs of the schools and the Trust

Legally entitled to work in the UK

DESIRABLE SKILLS/QUALIFICATIONS

Experience of supervising other staff

ILM or equivalent supervisory experience/qualification

Ability to organise, lead and motivate a team