

## Hirst Wood Nursery School Outline Job Description

<b>POST TITLE:</b>	<b>SPECIALIST EARLY YEARS PRACTITIONER, 33.5 HOURS MONDAY TO FRIDAY 8.30 TO 3.30 PLUS 1 HOUR SCHOOL DEVELOPMENT MEETING PER WEEK</b>
<b>POST REF:</b>	<b>FIXED TERM TEMPORARY IN THE FIRST INSTANCE FROM 1.9.23 TO 31.8.24</b>
<b>GRADE:</b>	<b>BAND 6, SCALE POINT 11</b>

The following information is furnished to help Council staff and those people considering joining the city of Bradford Metropolitan District Council to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

- 1 Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.
- 2 Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be considered when the post is reviewed.
- 3 Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.
- 4 The Council is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

### **PRIME OBJECTIVES OF THE POST:**

To work as a member of the multi-disciplinary nursery school team in supporting children with special needs and their families. To work with teaching teams to support them

- In building and maintaining good relationships with the children, their parents and carers and other family members
- In planning and implementing the long, medium- and short-term planning using the EYFS and other relevant frameworks to meet the children's individual needs
- In preparing resources and equipment for the nursery room and the outdoor play area
- In observing, recording, assessing and reporting on the children's development and progress
- In ensuring that the children make smooth transitions from home to the school and within the school.

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- Plan for continuity in pastoral care for the children with special needs.

## **SUPERVISION AND GUIDANCE:**

To work within the Nursery School policies under the direction and guidance of the head and deputy. The Early Years Practitioner Special Needs will receive supervision from the Assistant Headteacher.

## **RANGE OF DECISION MAKING:**

To make decisions within the working practices and procedures of the children's centre and take responsibility for any relevant delegated budget.

The Early Years Practitioner Special Needs will be expected to use creativity and initiative to:

- help the children with special needs and their families take full advantage of the opportunities provided in the children's centre
- support the children with special needs and their families in the best use of the materials and equipment available
- ensure the safety, mobility, care and well-being of the children with special needs and adults, particularly with regard to intimate care, health & safety, diet and medication.

## **RANGE OF DUTIES:**

### **1. SUPPORT FOR CHILDREN AND FAMILIES**

- 1.1 Use specialist skills, training and experience in special needs in supporting the children and their families
- 1.2 Establish good relationships with the children and their families both generally, through home visit, and in a pastoral role. Act as a role model in responding to needs in an appropriate manner reflecting high expectations.
- 1.3 Promote the inclusion and acceptance of all children and their families
- 1.4 Help the children and their families to make friends, engage cooperatively and take full advantage of the opportunities available in the school.
- 1.5 Help the children to attain their appropriate stage of development using the Developmental Journal and EYFS framework and other relevant frameworks and programmes taking account of them as individuals and their specific needs.
- 1.6 Talk with the children in a developmentally appropriate way about their activities in relation to their holistic development, understanding, progress and achievement.
- 1.7 Give consistent support to the children whilst recognising and responding to their individual needs.
- 1.8 Understand that young children, particularly those with SEND, will require personalised support for continence, health & safety, meals, drinks and medication.

### **2. SUPPORT FOR HEADTEACHER & SENDCo**

- 2.1 Supporting teaching teams to organise and prepare the classroom and the outdoor play area in order to establish an appropriate learning environment for the youngest children with special needs particularly with regard to the sensory needs of the children
- 2.2 Be responsible for keeping and updating records

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- 2.3 Produce personalised resources and learning materials and perform other administration tasks as required.
- 2.4 Monitor and evaluate the children's responses to play activities as part of the planning cycle
- 2.5 Ensure the short, medium- and long-term planning from the EYFS and other relevant frameworks are evaluated and moderated as necessary.
- 2.6 Be part of the planning & evaluation cycle, making note and celebrating steps in achievement to ensure that our provision is developmentally appropriate and challenging.

### **3. SUPPORT FOR THE CURRICULUM**

- 3.1 Support the children in developing their knowledge, understanding and skills encouraging healthy dependence, interdependence and healthy independence.
- 3.2 Determine the need for, prepare and maintain specialised equipment and resources and help the children and staff in their use.
- 3.3 Contribute and evaluate short, medium & long term planning for the whole school & individual children.
- 3.4 Record intensive interactions, weekly planning objectives and use EYLog to demonstrate children's preferred learning style, interests and emerging skills

### **4. SUPPORT FOR THE NURSERY SCHOOL**

- 4.1a Be aware of and comply with the Nursery School policy and procedures relating to child protection and report any concerns to the child protection coordinator.
- 4.1b Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting any concerns to the appropriate member of staff.
- 4.2 Be aware of and support inclusion and ensure all children have equal access to opportunities to learn and develop.
- 4.3 Contribute to the overall aims, ethos and work of the Nursery School
- 4.4 Establish good relationships and communicate with other agencies and professionals within the multi-disciplinary team of the school and visiting professional colleagues to support the development, achievement and progress of the youngest children with special needs and the well-being of their families.
- 4.5 Attend and contribute to relevant meetings including Individual Education Plans & Provision Maps, Education Health Care Assessments, Education Health Care Plan Reviews where appropriate
- 4.6 Participate in training, and other learning activities to keep up to date with local and national initiatives and performance development as required
- 4.7 To support, uphold and contribute to the development of Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- 4.8 Recognise you own strengths and areas of expertise and use these to advise and support others, taking the initiative in developing appropriate multi-agency approaches to support individual children with special needs and their families.

### **ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:**

- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions/parents' evenings/special events etc. outside of usual hours.

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- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.
- Working with young children, particularly those with SEND, will mean that intimate care is an essential part of the role. We approach this to ensure dignity and respect for all children.

### **Fluency Duty**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

### **Intermediate Threshold Level**

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

### **SPECIAL CONDITIONS OF SERVICE:**

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

### **OTHER CONSIDERATIONS**

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.

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- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

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## PERSONNEL SPECIFICATION:

	ESSENTIAL (E)/DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> <li>• Experience of the Early Years Foundation Stage (2017) to support children's learning and development, adjusting activities according to children's responses and needs; using specialist curricular and learning skills. (E)</li> <li>• Knowledge and understanding of revised Early Years Foundation Stage (2021) (E)</li> <li>• Knowledge of the Local Offer &amp; Code of Practice (D)</li> <li>• Experience of working within an early years setting, preferably a Nursery School (D)</li> <li>• At least 3 years experience of working with children with complex Special Educational Needs (D)</li> <li>• Experience of being involved in Individual Education Plans &amp; Provision Maps (D)</li> <li>• Experience of safe handling and team teach (D)</li> <li>• Willingness to support children with self-care, continence, health &amp; safety, diet and medication</li> </ul>
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> <li>• Will hold a relevant qualification (NNEB, Level 3 NVQ in Early Years Care and Education, Diploma in Childcare Education, BTEC National Diploma in Early Years, education to graduate level) OR training in the care and education of nursery age children with recent experience in a relevant position. (E)</li> <li>• Minimum of GCSE English and Mathematics at grade C or above (or equivalent). (D)</li> </ul>
KNOWLEDGE/SKILLS:	<ul style="list-style-type: none"> <li>• A good knowledge of the Early Years Foundation Stage Curriculum (2017) and the updated Statutory Documentation (2021) (E)</li> <li>• Knowledge of current and relevant guidelines and legislation and an understanding of child development. (E)</li> <li>• Ability to work creatively to meet the needs of the families, working with parents to effect change (E).</li> </ul>

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- Ability to plan activity programme to stimulate learning and development, based on observation and assessment (E)
- Ability to communicate effectively with children, parents/carers and other professionals. (E)
- Commitment to working in an anti-discriminatory way to ensure equality of opportunity. (E)
- Experience of using visual timetables, picture exchange card systems and intensive interaction strategies and augmented communication strategies (E)
- Experience of record keeping for children with complex Special Educational Needs, e.g. use of Early Years Developmental Journal (E)
- Excellent written and oral communication skills and the ability to communicate effectively at all levels. (E)
- Ability to undertake a Key Worker role to liaise with parents and other professionals to ensure the best outcomes for all children (E)
- Ability to write accurate and analytical observations to evidence impact of teaching and learning to enable colleagues to plan for extension and intervention (E)
- Proficiency with electronic assessment systems to upload photographs, videos, assessment data and observations (E)
- Be a creative thinker with good organisational skills, have a flexible approach to working and the ability to perform under stress. (E)
- Experience of producing personalised resources for children with varying needs such as Makaton signs, visual timetables (D)
- A commitment to inclusive early years education, valuing every child as an individual and working with colleagues to ensure that each child benefits from a personalised curriculum (E)
- A sense of humour. (E)
- In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.(E)

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