**Canterbury Nursery School**

**Outline Job Description**

|  |  |
| --- | --- |
| **Post Title:** | **EArly years educator (l3 practitioner)** |
| **Post Ref:** |  |
| **Grade:** | **Band 7 SCP 11-17 experience dependent** |

**Generic Introduction:**

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main 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 profile.
2. Employees 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 taken into account when the post is reviewed.
3. Bradford Council is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. The Council is committed, where possible, 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:**

Promoting and working within an Early Years setting, meeting the needs of the children, families and community in which it is based, in accordance with the policies, procedures and working practices of the School.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

**Knowledge and Skills:**

*(See Personnel Specification)*

**Effort Demands:**

* Work within the school policies, under the direction and guidance of senior staff and within an agreed system of supervision, making decisions using initiative where appropriate within established working practices.
* Promote positive values attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy.
* Use good common sense and initiative when dealing with the safety, mobility (if required) and hygiene and wellbeing of the pupils.
* Work to a Key Person system to provide care and Education through the provision of stimulating enjoyable and constructive activities appropriate to the Child’s age and stage to ensure learning, development and progress, taking into account diversity (e.g. language, culture, ability, race and religion).
* Establish good relationships and high expectations with both the children and their families, through home visits (when possible) and in a pastoral role for a group; taking account of parental concerns and deal with them sensitively, working closely with Designated Safeguarding Leads.
* Establish constructive relationships and communicate with other agencies/professionals in liaison with colleagues to support the achievement and progress of pupils.
* Assist and support colleagues in order to ensure the smooth running of the setting, and contribute to relevant meetings.
* Have excellent numeracy and literacy skills as well as excellent oral communication skills and the ability to communicate effectively at all levels.

**Responsibilities:**

* Supervise and support children at all times including school visits, trips and out of school activities. Ensure the physical needs of children are being met and maintain high standards of cleanliness and hygiene (e.g. Washing, dressing and toileting).
* Support children in their learning both inside the setting and in outdoor play areas; recognising and responding to their individual needs, ensuring all children are engaged in appropriate activities.
* Determine the need for, prepare and maintain equipment and resources including specialist resources, and help the children in their use (e.g. Outdoor or indoor play equipment; being responsible for the care of all equipment and materials within the setting.
* Be aware of and ensure that as a team member the setting meets required standards as laid down by Ofsted Early Years Directorate.
* Act as a key person for a group of children for part of each day and offer guidance/support to colleagues who have this role.
* Deal with any immediate problems or emergencies using the schools policies and procedures, liaising with the room leader where required (e.g. an injured or sick child).
* Supervise whole classes and groups, maintaining the planned range of activities in the classroom and/or outdoor play areas in accordance with the short term planning.
* Monitor and evaluate the children’s responses to learning activities as part of the planning cycle and input into planning to ensure curriculum and skills coverage.
* Liaise sensitively and effectively with Parents/Carers and participate in feedback sessions or meetings promoting parental involvement.
* Prepare accurate feedback and detailed records, recording children’s physical, care and educational progress and achievements against pre-determined learning objectives, ensuring the availability of appropriate evidence.
* Provide general clerical/administration support (e.g. administer resources for agreed activities).

**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.
* 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.
* Be flexible with regards timings of break and dinnertimes in order to assist with the supervision of pupils and the efficient running of the school.

**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 Designated Safeguarding Lead 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.
* 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.

**PERSONNEL SPECIFICATION:**

|  |  |
| --- | --- |
|  | **ESSENTIAL (E)/DESIRABLE (D)** |
| **Qualifications/**  **Training:** | * 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) (E) * Minimum of GCSE English and Mathematics at grade C or above (or equivalent). (E) * First Aid certification or willingness to worktowards **(D)** |
| **Experience:** | * Experience of the Early Years Foundation Stage to support children’s learning and development, adjusting activities according to children’s responses and needs. (E) * Experience of working with children who have SEND (E) * Experience of policy implementation in respect of health and hygiene, child protection and special needs requirement. (D) |
| **Knowledge/Skills:** | * Good knowledge of the Early Years Foundation Stage Curriculum and sound understanding of how to implement its principles. (E) * Knowledge of current and relevant guidelines and legislation and an understanding of child development. (E) * Ability to work creatively to meet the needs of the families, working with parents/carers to effect change. (E) * Ability to plan activities to stimulate learning and development, based on observation using a successful, embedded curriculum. (E) * Ability to work effectively as a member of the Nursery School staff team. (E) * Ability to communicate respectfully and effectively with children, parents/carers, colleagues and other professionals. (E) * Commitment to working in an anti-discriminatory way to ensure equality of opportunity. Have experience of working with children with SEND and give examples of working inclusively (E) * An understanding of and commitment to safeguarding and promoting the welfare of children. **(E)** * Excellent written and oral communication skills and the ability to communicate effectively at all levels. (E) * Be a creative thinker with good organisational skills, have a flexible approach to working and the ability to perform under stress. (E) * Have a sense of humour and manage challenges with a solution-focussed approach. (D) * Respect and maintain confidentiality. (E) * Take pride in the learning environment and understand the key role it plays as ‘the third teacher’ to children (D) * Be able to work fairly, kindly and with integrity to support the best outcomes for all (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) |

**OFFICE USE ONLY:**

|  |  |
| --- | --- |
|  |  |
|  |  |