

**Job Title: Early Years Practitioner**  
**Scale: Band 8, SCP 16-22**  
**Actual Salary: £22,820 to £25,198 per annum**  
**Hours: 33 ¾ hours per week hours, Term time only**  
**Start September 2025**

**Job Purpose:**

An Early Years Practitioner will work alongside the class teacher by utilising detailed knowledge and specialist skills to undertake 'specified work' allocated by the school or the teacher, and to provide care and supervision to the children. They will support in the planning process and deliver specified learning activities as required to support learning in the EYFS, observe and record progress of key children and deliver interventions as required.

**Main Duties and Responsibilities:**

Support for students

- be ready to receive pupils on arrival to school and from break or lunchtime;
- work with pupils on individual targets set by teaching staff;
- support pupils' learning activities, attend to additional learning needs, and help in development;
- help with the care and support of pupils including the encouragement of children to interact with one another co-operatively;
- help to promote the children's development of self-help skills, such as washing, toileting, dressing and feeding where applicable.
- help look after the physical wellbeing of the children, dealing with minor injuries, providing initial first aid for pupils in the EYFS, where necessary.
- establish and maintain relationships with individual pupils and groups;
- be an effective model for pupil behaviour.
- assist pupils in carrying out schemes of work and programmes set by teaching staff;
- help pupils to develop their skills in line with the Early Years and Foundation Stage Framework, and thus to improve their attainment across the curriculum.

Support for the teacher

- help with classroom resources and records;
- contribute to the management of pupils' behaviour, both in the classroom and on the playground, as required;
- support the school curriculum, especially literacy and numeracy activities;
- provide support for learning activities;
- support the use of ICT in the classroom;
- assist in the maintenance of a safe environment for pupils and staff;
- assist in the presentation of display materials;

- contribute to the planning and evaluation of learning activities;
- raise the awareness of teaching staff to the strengths and difficulties of individual pupils;
- assist teaching staff in the monitoring and evaluation of pupils' progress, providing them with feedback on observations undertaken;
- assist in the assessment of individual pupils;
- raise the awareness of teaching staff to any pressures on pupils which may result in behaviour problems;
- provide support for teachers in developing effective approaches to managing behaviour;

#### Support for the school

- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the School.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Contribute to the identification and execution of appropriate out of School learning activities which consolidate and extend work carried out in class.

#### **In addition, a EYP will:**

- use specialist skills to undertake activities necessary to meet the physical and emotional needs of individuals and groups of children and to create a purposeful, stimulating environment rich in learning opportunities;
- for a key group of children, provide written feedback and observations indicating progress and achievement to create accurate profiles for these individual children, using the school's recording system and following school policy;
- undertake appropriate planning and preparation of lessons and interventions for individuals, groups and whole classes;
- assess the development, progress and attainment of pupils during lessons and over time through the use of observations;
- to undertake duties set out by the Leadership Team that will assist in the day-to-day running of the Early Years Foundation Stage;
- identify own strengths and specialist areas, and use these skills to lead, support and advise others, as appropriate.

#### **WORKING CONDITIONS**

- 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
- There is a need, from time to time, to clean / wipe bodily fluids.

## Personn Specification

PLEASE NOTE: When completing your application please demonstrate evidence of impact for each of the attributes below as appropriate.

Qualifications	Essential	Desirable
Early Years Advanced Qualification or equivalent – Level 4	✓	
GCSE Maths and English (grade 4-9) or equivalent	✓	
Paediatric First Aid		✓
Experience & Skills	Essential	Desirable
Experience of working in EYFS	✓	
Have experience and skills in phonics schemes, e.g Ruth Miskin	✓	
In-depth knowledge of childcare with an understanding of the principles of child development and learning processes.	✓	
Excellent organisational and problem-solving skills with the ability to work proactively and independently.	✓	
Understanding of and commitment to following all safeguarding procedures of the school.	✓	
Excellent communication skills.	✓	
Experience of working with pupils with additional educational needs	✓	
A good knowledge of positive behaviour management strategies.	✓	
Ability to act upon own initiative.	✓	
Training	Essential	Desirable
Evidence of further training/development and/or willingness to participate in further training and development opportunities.	✓	
Special Knowledge	Essential	Desirable
The EYP must know and understand the accurate use of assessment	✓	
Knowledge and experience of effective behaviour management in EYFS	✓	
Clear understanding of how children learn and awareness of effective teaching strategies	✓	
Knowledge of basic Health & Safety in the workplace.	✓	
Ability to maintain confidentiality and understand data protection.	✓	
Personal Circumstances	Essential	Desirable
Flexible in terms of working evenings on occasion in line with school calendar	✓	
Eligible to work in the U.K.	✓	
No contra-indications in personal background/criminal record indicating unsuitability to work with children/young people	✓	

<b>Disposition/Attitude</b>	<b>Essential</b>	<b>Desirable</b>
Be a good team player.	✓	
Be a good communicator with pupils, staff and visitors.	✓	
A calm and caring nature.	✓	
Be productive and work with enthusiasm.	✓	
Be willing to be supportive of the Christian Ethos and distinctive nature of our church school.	✓	
Reliable, dependable and calm in difficult circumstances.	✓	
<b>Practical / Intellectual Skills</b>	<b>Essential</b>	<b>Desirable</b>
Punctual, reliable and trustworthy.	✓	
Able to manage time effectively.	✓	
To be thorough and pay attention to detail.	✓	
<b>Physical / Sensory</b>	<b>Essential</b>	<b>Desirable</b>
Must be able to perform all duties and responsibilities in work location with reasonable adjustments where appropriate	✓	
<b>Equality &amp; Safeguarding</b>	<b>Essential</b>	<b>Desirable</b>
Candidates should indicate an acceptance of, and a commitment to, <ul style="list-style-type: none"> <li>the principles of the school's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the community".</li> </ul>	✓	
Be committed to Safeguarding and promoting the welfare of children and young people	✓	

### **Safeguarding**

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS) and an online check. We will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references.

### **Inclusion**

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.



We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

### **Visits to the school**

Visits to the school are warmly welcomed by prior arrangement, you will not be disadvantaged if you are unable to visit. Please contact the school office via email: [office@stm.bdat-academies.org](mailto:office@stm.bdat-academies.org) to arrange a mutual appointment. The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

### **Applications**

Please ensure that all parts of the application are completed via MyNewTerm. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position.

### **Shortlisting**

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff and governors. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you via MyNewTerm with e-mail confirmation. If you are unsuccessful, you will also be informed.

### **References**

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last, employer.

### **Interview Process**

The interviews will be held at the school and will consist of tasks and a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity with you.

### **Final Selection**

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

### **Offer of Employment**

We will make a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing. Any offer is made subject to:

- Two references satisfactory to us
- A satisfactory DBS check
- A satisfactory online check
- Provision of proof of identity and qualifications

### **Induction and Probation**

All new staff will be part of an induction programme including Safeguarding Child Protection Training as soon as possible after their start date and at least once every academic year thereafter.

All new staff will be subject to a probation period which will be outlined in the employment contract.

### **Record Keeping and data protection**

Records will be kept of:

- Job description and person specification;
- Shortlisting criteria;
- Any interviews conducted, including interview notes and any scoring undertaken;
- Reasons for selecting and rejecting candidates.

The BDAT retention policy states that applications and interview notes for unsuccessful candidates are retained for a period of six months

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