



OUTLINE JOB DESCRIPTION

Post	Early Years Support Worker (SEND)
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The post holder's duties must be carried out in compliance with the Council's Equal Opportunities Policy. The post holder's duties must be carried out in compliance with the Health and Safety at Work Act (1996) and with the school's Health and Safety Policy.

These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities that are commensurate with the level of the post.

This appointment is with the governors of the school although ultimately Bradford Council is the employer. All staff should endeavour to maintain the reputation of the school and must uphold the standards of personal and professional conduct at all times, ensuring honesty and integrity prevails in every situation. All staff must maintain appropriate professional boundaries and respect the unique position of trust as staff in school.

Responsible to: Executive Headteacher / SENDCO

Main Purpose: To work under the instruction and guidance of teaching staff, to implement agreed programmes of work with individual children within our Early Years Enhanced Specialist Provision

Duties & Responsibilities:

To provide care and support for children to ensure their safety and well-being.

To encourage enjoyment, enthusiasm and independence in play and learning.

To contribute to the development of confident, caring children who show a sense of responsibility and pride in themselves and their school.

To assist in the provision of a welcoming, stimulating environment and make adaptations to this where necessary to support individuals and groups of children.

To assist in the smooth running of the school.

Supporting the children

To aid in planning, to deliver and implement play and learning programmes for the children, under the direction and supervision of the teachers, senior staff and SENDCO, enabling them to achieve maximum access and participation in the Early Years Foundation Stage Curriculum.

To establish a positive and constructive working relationship with the children and their families, setting reasonable expectations and acting as a positive role model.

To promote the inclusion and acceptance of all children within the classroom.

To encourage children to interact and work co-operatively with others.

To promote independence, confidence and self-esteem.

To provide positive feedback and praise to children in relation to their effort, progress and achievement.

Supporting the Curriculum

To support the children to access all the learning activities on offer, both inside and outside and to make adaptations where necessary.

To liaise with other personnel and take responsibility for maintenance/quality/safety of specialist equipment.

To work with other staff members to develop an engaging curriculum that meets the needs of the child.

To work and communicate effectively with outside agencies as required.

Supporting the Teacher / SENDCO / Senior Early Years Practitioner

To work under the direction of the teacher and SENDCO and to be involved in the planning, monitoring, assessment and evaluation of children's learning.

To assist, with the SENDCO (and other professionals as appropriate) in the development of suitable programmes of support (IEPs).

To contribute to the maintenance of children's Records of Achievement

To participate in the design and evaluation of support programmes.

To provide regular feedback about the children to the SENDCO

Supporting the School

To be aware of, and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

To contribute to the overall ethos/work/aims of the school.

To attend relevant in-service training.

To undertake out of school learning activities as required e.g. School visits, Outdoor learning etc.

To carry out breakfast/lunchtime/teatime supervision in accordance with the rota

To carry out tasks as required to support the smooth and efficient running of the classroom and school

To carry out any other tasks as reasonably directed by the Executive Headteacher and the SENDCO.



St Edmund's Nursery School and Children's Centre



PERSONNEL SPECIFICATION – Band 4 / 5

Post Title: EARLY YEARS SUPPORT WORKER - SEND

St Edmund's Nursery School and Children's Centre is an Equal Opportunities Employer and requires its employees to carry out its policies concerning racial and sex equality and the rights of people with disabilities both in terms of equal opportunity for employment and access to the Council Services.

We are committed to making reasonable adjustments to the job role and working environment so that disabled people have access to job opportunities.

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
RELEVANT EXPERIENCE	<ul style="list-style-type: none"> Experience working in an Early Years setting 	<ul style="list-style-type: none"> Experience of working in a team situation. Working with or caring for children of relevant age or relevant experience e.g. voluntary organisation, parental caring responsibility. Prior experience of using Makaton Working with children with SEND 	Application form & Selection process
EDUCATION, QUALIFICATIONS AND VOCATIONAL TRAINING	<ul style="list-style-type: none"> Level 2 in Child Care or equivalent relevant qualification Educated to at least GCSE level (or equivalent) including a good level in English and Maths Willingness and ability to obtain and/or enhance qualifications and training for development in the post 	<ul style="list-style-type: none"> Qualifications relating to post e.g. health, children, practical skills, first aid. 	Application form & Selection process. Certificates.
TRAINING	<ul style="list-style-type: none"> Willingness to participate in development and training opportunities. 	<ul style="list-style-type: none"> Any training relevant to the post e.g. Makaton training, Autism, Speech and Language. 	Application form & Selection process

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
SPECIAL KNOWLEDGE	<ul style="list-style-type: none"> • Working knowledge of foundation stage curriculum, with knowledge of SEND • Understanding the principles of child development • Child protection and Safeguarding Procedures 	<ul style="list-style-type: none"> • An understanding of the needs of a multicultural society. • An understanding of the issues relating to children who have additional learning needs, more able and special educational needs and disabilities. • Knowledge of childcare. 	Application form & Selection process
EQUALITY	<ul style="list-style-type: none"> • Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices. 		Selection process
DISPOSITION - ADJUSTMENT/ ATTITUDE	<ul style="list-style-type: none"> • Ability to relate well to children and adults. • Work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate good co-operative, interpersonal and effective listening skills. • Demonstrate a commitment to working with children of the relevant age. • Good sense of humour • Flexibility and willingness to accept change. • Approachable, courteous and able to present a positive image of the school/centre to callers and visitors. • Maintain confidentiality in matters relating to the school, its children, parents and carers. 	<ul style="list-style-type: none"> • Ability to understand classroom roles and responsibilities and your own position within these. 	Selection process
PRACTICAL & INTELLECTUAL SKILLS	<ul style="list-style-type: none"> • Good numeracy/literacy skills. • Ability to use relevant technology (after training if required). 		Application form & Selection process / test
CIRCUMSTANCES - PERSONAL	<ul style="list-style-type: none"> • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). • No contra-indications in personal background or criminal record indicating unsuitability to work with 		Selection process. Sight of

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
	children/young people/vulnerable clients/finance (DBS check required).		appropriate documentation as specified in interview letter
PHYSICAL/SENSORY	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010. • Ability to cope with requirements of the post, which may include working with children who have emotional and behavioural difficulties or physical difficulties. • For posts working with children who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying children, within school/centre policies and practices. 		Selection process.

‡ Use of References

References will only be read by the recruitment panel following interviews, after the preliminary selection decision has been made.