



### Job description

#### Purpose of role

- To implement agreed work programmes as a member of a staff team to deliver high-quality learning support to children and their families
- To promote children's learning, by engaging parents through home visits, encouraging parents/carers to attend the activities held in school which promote children's learning
- To support the development of parents/carers' knowledge and skills about their children's development
- To support the learning of the children and to prepare provision, resources and equipment for school

#### Professional responsibilities

- Support children and parents in settling into the classroom, tailored to each family's needs.
- Play an active role in the EYFS team.
- Contribute fully to the EYFS team.
- Enable young children to progress in learning by building on their skills upon entering EYFS.
- Assist all children in developing emotional security, self-belief, and social skills.
- Foster a love of learning and a sense of excitement about school.
- Maintain high levels of conduct and professionalism.
- Take responsibility for safeguarding children's welfare.
- Build strong relationships with parents and carers for the best outcomes for families.
- Act within the statutory frameworks regarding professional duties and responsibilities as outlined in the School Teachers' Pay and Conditions Document and Teacher Standards.
- Deliver an appropriate, broad, and differentiated curriculum for pupils, aligned with school policies.
- Support and monitor the overall progress of EYFS pupils and designated groups.
- Foster a learning environment that allows pupils to excel.
- Contribute to the development of the EYFS curriculum, teaching methods, and assessments.
- Contribute to the school's safeguarding responsibilities.
- Class teachers are accountable for their students' progress, with performance assessed against teacher standards during appraisals.

#### Key Activities / Responsibilities:

##### Supervisory

- The Early Years Practitioner may supervise children with other adults
- To plan a range of appropriate activities for the children
- To take delegated responsibility in the supervision and guidance of paid workers, children at work placement, trainees and voluntary helpers who may be parents
- To signpost parents/carers to other professional and voluntary services, both within the school and in the wider community

##### Supervision and guidance

- To be responsible to the EYFS Leader and leadership team, who will provide supervision and guidance on School Policy and Practices and curriculum guidance.
- The Early Years Practitioner will work under the direction of the Early Years Foundation Stage (EYFS) Leader. The class teacher will provide policy, practices, and curriculum guidance.
- To carry out a lunch duty.

#### Range of decision-making



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- To make decisions using initiative where appropriate within established working practices.
- The postholder will be expected to use creativity and initiative to:
  - Help the children and their families take full advantage of the opportunities provided in the school.
  - Support children and their families in the best use of the materials and equipment available
  - Ensure the safety, mobility, care and well-being of the children and adults

### Responsibility for assets, materials, etc

- To maintain the confidential nature of information relating to the school, its children, parents, and carers
- To be responsible for the care of all equipment and materials, in conjunction with other members of staff
- To maintain well-resourced and high-quality equipment and materials used by the children and parents/carers

### Contacts

- Internal at all levels, parents/carers, governors, community groups, health, social services, police, local authority, contractors, external agencies

### Range of duties:

#### Support for children and families

- Establish and maintain positive relationships with children and families, serving as a role model
- Model with high expectations.
- Use specialised skills and training to support children and apply the Early Years Foundation Stage Statutory Framework in practice.
- Assist in planning and delivering activities to meet children's needs.
- Work within the EYFS to promote high standards of care for children.
- Manage key children's development by recording needs and updating learning diaries; monitor responses to play through observation and recording achievements for future planning.
- Use observation and reflective practice to plan and evaluate, providing accurate information through discussions and reports to staff and parents.
- Ensure children's safety and well-being at all times during activities and trips, taking necessary action to address concerns immediately with the EYFS Leader.
- Promote inclusion and acceptance of all children in the school.
- Encourage cooperation and engagement among children during activities.
- Help children develop independence and discuss their behaviour, following school policies and promoting self-esteem
- Discuss activities related to children's holistic development and achievements with them.
- Provide consistent support while recognising individual needs.
- Communicate effectively with parents/carers regarding responsibilities and participate in feedback sessions or meetings.
- Perform clerical tasks as needed, such as taking registers, photocopying, and preparing learning materials.

#### Support for the curriculum

- Establish and maintain an appropriate child-centred learning environment by reviewing displays, resources, and room layout with the team.
- As a member of the school team, contribute fully to planning, implementing and evaluating the Early Years Foundation Stage.
- Support the children in appropriate learning activities, both child-initiated and adult-led, and modify if



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necessary.

- Support the use of ICT in learning activities and develop children's competence and independence in its use.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Assist children in accessing learning activities through specialist support.

### Support for the school

- Comply with child protection, health, safety, confidentiality, and data protection policies by reporting concerns.
- Be vigilant for signs of abuse.
- Support diversity and ensure equal access to learning opportunities for all children.
- Contribute to the school's ethos and aims.
- Build relationships and communicate with agencies to support children's development and progress.
- Attend regular meetings and participate in required training activities.
- Supervise children on outings and activities as needed.
- Support the development of Equal Rights policies related to employment and service delivery.
- Work with all age groups in the school, recognising and utilising personal strengths to support others.

### Support for parents/carers, volunteers

- Promote school policies on parental involvement:
- Conduct home visits, including Portage visits, as directed by senior staff or following referrals from health professionals and other relevant agencies.
- Report to senior staff on home visits and maintain records.
- Share information for recording.
- Address immediate problems or emergencies using school policies, then discuss actions taken with a senior staff member.
- Refer parents/carers and children to available activities, e.g., Stay and Play.
- Encourage parents and carers to enhance their skills through volunteering.
- Liaise with service providers to offer extra support for parents/carers engaging in activities.
- Ensure children and volunteers complete the school induction process and necessary paperwork.
- Support children and volunteers in their work with those under five and encourage them to progress to college or employment.

### Problem solving and decision making

- Respond independently to unexpected problems and situations in line with procedures, e.g. leads in implementing programmes.

### Generic

- Individuals are responsible for promoting and safeguarding the welfare of children and young people he/she is responsible for or meet.
- To participate in appropriate professional development, including adhering to the principle of performance management.

### Variation Clause

This job description will be reviewed and updated periodically to ensure it accurately reflects the job performed and incorporates any proposed changes. The Headteacher will conduct this procedure in consultation with the EYFS lead and postholder. In these circumstances, the aim will be to reach an agreement on reasonable changes. If an agreement is not possible, management reserves the right to modify the job description following consultation.



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### Fluency in English

The post is covered by Part 7 of the Immigration Act (2016), and therefore, the ability to speak English fluently is an essential requirement for this role.

### OTHER

- To have professional regard for the ethos, policies, and practices of Maple Grove Primary School and maintain high standards in your attendance, punctuality, and professional conduct.
- Perform any reasonable duties as requested by the EYFS leader and Headteacher.

Signature of post holder..... Date .....

Signature of Headteacher..... Date .....



	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• GCSE English and Maths</li> <li>• Relevant Early Years qualification (at least Level 3)</li> <li>• Qualifications relating to the post, eg health, children, practical skills, first aid</li> <li>• Paediatric first aid</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified Paediatric First Aider (or willing to work towards).</li> <li>• Food Hygiene Certificate</li> <li>• Experience working as a forest school practitioner, both in the woodland environment and outdoors.</li> <li>• Relevant experience working in a formal Early Years setting and supporting young children in class.</li> </ul>
Skills and Knowledge	<ul style="list-style-type: none"> <li>• This public-facing role requires fluency in spoken English to converse easily with the public (including children) and provide accurate guidance.</li> <li>• Understanding the needs of a multicultural society and the issues related to pupils with additional learning needs, including those who are more able or have special educational needs, is essential.</li> <li>• Knowledge of child development principles and relevant policies and codes of practice, along with awareness of relevant legislation, is necessary.</li> <li>• Familiarity with the national/Early Years foundation stage curriculum, Health and Safety requirements, and behaviour management.</li> </ul>	<ul style="list-style-type: none"> <li>• Working in a school EYFS setting</li> <li>• Able to contribute to planning and assessment.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience of working with pupils of the relevant age, assisting in their development.</li> <li>• Experience of working with pupils with additional educational needs, more able, and special educational needs.</li> <li>• Experience of working in the relevant discipline.</li> <li>• Experience working as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific technical / resource experience, eg, science, art, ICT.</li> <li>• Experience working as a forest school practitioner, both in the woodland environment and outdoors.</li> </ul>
Skills, disposition and attitude	<ul style="list-style-type: none"> <li>• Excellent numeracy and literacy skills.</li> <li>• Relate well to students and adults.</li> <li>• Work collaboratively in a team.</li> <li>• Remain calm under pressure.</li> <li>• Demonstrate effective interpersonal and listening skills.</li> <li>• Commit to working with children of the relevant age.</li> <li>• Understand classroom roles, including your position.</li> <li>• Possess a good sense of humour.</li> <li>• Exhibit flexibility and embrace change.</li> <li>• Share knowledge, expertise, and experience.</li> <li>• Prioritise conflicting demands under pressure.</li> <li>• Self-evaluate learning needs and seek development opportunities.</li> <li>• Work proactively and independently.</li> <li>• Approachable, courteous, and present a positive school image.</li> <li>• Maintain confidentiality regarding school matters.</li> <li>• Demonstrate empathy and appropriate communication.</li> <li>• Contribute effectively to a team's workload, showing flexibility.</li> <li>• Adapt planning and resources to support the needs of all pupils.</li> <li>• Work sensitively with colleagues, parents, and other pupils.</li> <li>• Motivated and organised.</li> <li>• Use initiative.</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness and ability to contribute to the wider life of the school.</li> <li>• Effectively use ICT in the post.</li> </ul>



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	<ul style="list-style-type: none"><li>• Attend and contribute to staff meetings and INSET.</li><li>• Competent ICT user for personal and learning purposes.</li><li>• Maintain a flexible attitude towards work.</li><li>• Uphold high professional conduct at all times.</li></ul>	
Other	<ul style="list-style-type: none"><li>• Candidates should indicate an acceptance of and commitment to the principles underlying Equal Rights policies and practices.</li><li>• Commitment to raising standards</li><li>• Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).</li><li>• Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, by the Disability Discrimination Act 1995.</li><li>• Ability to cope with the requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.</li></ul>	
Physical demands and working conditions	<ul style="list-style-type: none"><li>• Mixture of sitting, walking, carrying minor loads and working in awkward positions, e.g. low chairs.</li><li>• Children may be required to be lifted for short periods.</li><li>• Some exposure to unpleasant conditions, e.g. nappy changing, noise, outdoor working.</li></ul>	