



# St Martin's Preparatory School

## Job Description and Person Specification

### Early Years Practitioner

**Job Description:** Our whole school is committed to safeguarding and promoting the welfare of children and young adults and expects all staff and volunteers to share this commitment.

<b>Post title:</b>	Early Years Practitioner (Level 3 Preferable)
<b>Working Pattern</b>	Full Time, 8:30 am to 4:30 pm, Term Time plus training days and clubs
<b>Remuneration:</b>	Up to 18k per annum
<b>Responsible to:</b>	Head
<b>Job Role:</b>	<ul style="list-style-type: none"><li>• To provide a high standard of physical, emotional, social and intellectual care for children place in the setting.</li><li>• To work as part of a team in order to provide an enabling environment in which all individual children can play, develop and learn.</li><li>• To plan, implement and assess children's learning and development using the school's systems, including online system Tapestry.</li><li>• To build and maintain strong partnership working with parents to enable children's needs to be met.</li><li>• To promote the aims and objectives of the school and maintain its philosophy of education.</li></ul>
<b>Main Responsibilities:</b>	<ul style="list-style-type: none"><li>• To effectively deliver the EYFS ensuring that the individual needs and interest of children in the setting are met (in conjunction with other team members)</li><li>• To keep records of children's development and learning journeys and share with parents, carers and other key adults in the child's life, using Tapestry and Class Dojo.</li><li>• To develop and maintain strong partnerships and communication with parents/carers to facilitate day-to-day caring and early learning needs.</li><li>• To ensure the provision of a high quality environment to meet the needs of individual children having an awareness of any disabilities, family cultures and medical histories.</li><li>• To advise the SLT of any concerns, e.g. over children, parents, the safety of the environment, safeguarding, whistle-blowing, preserving confidentiality as necessary.</li><li>• To be involved in out of working hours activities, e.g. training, monthly staff meetings, summer fair, etc.</li><li>• To be flexible within working practices of the setting, undertaking other responsible duties where needed, such as domestic tasks, preparation of snack meals, cleansing of equipment, etc.</li><li>• Undertake work that requires bending, kneeling and crouching for periods of time and may also involve lifting or holding children during planned activities, and changing nappies/toileting duties.</li></ul>

- Undertake significant elements of inside and outside work, including outdoor learning.
- Understanding and being able to implement inclusive practices into the setting, to ensure all children have the opportunity to learn, interact and fulfil their potential.
- Assist children with personal care including changing nappies, assisting with the potty training and their welfare.
- Be prepared to serve food and drinks for the children and encourage good nutrition and sociable eating.
- To work alongside the SLT and staff team to ensure that the setting and school's philosophy is fulfilled.
- To read, understand and adhere to all policies and procedures relevant to your role and the safe running of the setting, including government documentation (e.g. KCSIE, WT, etc.)
- To develop your role within the team, especially with regard to being a key person
- To keep completely confidential any information regarding the children, their families or the staff that is acquired as part of the job, adhering to the GDPR.
- To be aware of the high profile of the setting and to uphold its standards at all times, both in work hours and outside.
- To support assistants, students and volunteers.
- To cover for absent colleagues as is reasonable, fair and equitable.
- To ensure good standards of safety, hygiene and cleanliness are maintained at all times.
- To undertake and lead on additional responsibilities should such need arise. To ensure that school policies are reflected in daily practice.
- To liaise with outside agencies when appropriate e.g. Educational Psychologist, where necessary.
- To support the Headteacher and Senior Leadership Team in promoting the ethos of the school.
- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.
- To promote the British Values, including equality and to treat everyone with fairness and dignity.
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school specific procedures/rules that apply to this role.

Staff must be aware that during his or her employment he or she may be party to confidential information concerning children, parents and other staff at School and Nursery and their business. Staff must not disclose or allow the disclosure of any confidential information, unless this compromises a child's safety and welfare, in which case they must disclose sensitive and confidential information to appropriate agencies.

## Person Specification

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	<b>Essential</b>	<b>Desirable</b>	<b>Method of assessment</b>
<b>Qualifications, Knowledge and Experience:</b>	<ul style="list-style-type: none"> <li>• Minimum of relevant and recognised Level 3 Qualification</li> <li>• Experience in Early Years Settings</li> <li>• Experience and understanding of implementation of EYFS</li> </ul>	<ul style="list-style-type: none"> <li>• Experience across primary schools</li> <li>• Paediatric First Aid Certificate</li> <li>• Commitment to further training / study to further widen knowledge base and develop professionally</li> </ul>	Application Form Interview References Observations
<b>Communication:</b>	<ul style="list-style-type: none"> <li>• The ability to communicate effectively in a verbal and written form to a range of audiences, including IT based communications</li> <li>• Clear communication skills that demonstrates strong levels of English language skills</li> <li>• Ability to use tracking systems to communicate development with key individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in communications with parents across methods including online (i.e. using Tapestry and Class Dojo)</li> </ul>	Application Form Interview Observations
<b>Skills / Aptitudes:</b>	<ul style="list-style-type: none"> <li>• To communicate clearly using various techniques</li> <li>• Strong organisation skills</li> <li>• To be able to use effectively a variety of teaching and organisational styles and resources including ICT</li> <li>• To develop and maintain good professional relationships and contribute positively to school development</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to contribute to the extra-curricular aspect of school life</li> <li>• Creative and presentation skills</li> </ul>	Application Form Interview References Observations

<p><b>Disposition:</b></p>	<ul style="list-style-type: none"> <li>• To be committed to actively support the vision, aims and ethos of the school</li> <li>• To be committed to raising the levels of achievement of children of all abilities</li> <li>• Flexible to change and willing to engage in shared transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Committed to supporting others and sharing good practise and values of the school</li> </ul>	<p>Application Form</p> <p>Interview</p> <p>References</p> <p>Observations</p>
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