



# Wood End School

*Learning Together, Respecting Each Other*

**Post: Early Years Practitioner**

**Responsible to: Headteacher and EYFS Leader**

**Grade: H3**

**Key purpose of the job:** *Under the direction of the Foundation Stage Leader and class teacher to understand the principles and content of the Early Years Foundation Stage Curriculum, to plan and provide a caring and stimulating environment that is appropriate for young children and enables them to reach their full potential.*

## *Key areas of responsibility*

- *To act as a Keyworker for a group of children and maintain records including learning journals and assessment tracking sheets.*
- *To work in close partnership with the class teacher for the delivery of high quality provision within the class.*
- *To have high expectations of all children and to demonstrate commitment to ensuring that they can achieve their full potential.*
- *To establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn.*
- *To promote the use of informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision.*
- *To work in partnership with the class teacher to plan and provide safe, appropriate, child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn.*
- *To select, prepare and use a range of resources suitable for the children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion.*
- *To actively support the development of children's language and communication skills.*
- *To promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills.*
- *To promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting.*
- *To establish and maintain a safe environment and employ practices that promote children's health, safety and physical, mental and emotional well-being.*
- *To recognise when a child is in danger or at risk of harm and know how to act to protect them.*
- *To support the process of effective assessment, recording and reporting on progress in children's development and learning and use this as a basis for differentiating provision.*
- *To be responsible for teaching both groups of children and whole class teaching.*
- *To talk to children, giving constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next.*

### *1. Relationships with children*

- To establish fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively with them.*
- To encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views.*
- To demonstrate the positive values, attitudes and behaviour which the school expects from the children.*

### *2. Communicating and working in partnership with families and carers*

- To establish fair, respectful, trusting and constructive relationships with parents/carers, and communicate sensitively and effectively with them..*
- To work in partnership with parents / carers and other family members, providing informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes.*
- To keep completely confidential any information regarding the children and their families that is acquired as part of the job.*

### *3. Teamwork and collaboration*

- To establish a culture of collaborative and cooperative working between colleagues.*
- To influence and shape the policies and practices of the school and share in collective responsibility for their implementation.*
- To contribute to the work of a multi-professional team and, where appropriate, coordinate and implement agreed programmes and interventions on a day-to-day basis.*
- To attend and participate in meetings and development days.*

### *4. Professional development*

- To develop and use skills in literacy, numeracy and information and communication technology to support your work with children and wider professional activities.*
- To play an active role in your own the professional development i.e. keep abreast of new initiatives or Ofsted requirements.*
- To adopt a creative and innovative approach towards practice, by being open to opportunities for improvements, and make suggestions to further improve practice.*
- To undertake Paediatric First Aid Training.*

### *5. From time to time, supervise whole classes during the short-term absence of a teacher.*

- To teach a class, with the support of another TA (from 9.30am), with or without advance notice from the Deputy Head or Headteacher.*
- If required, to teach a class (for a full or half day) with or without advance notice, you will be paid double time for the supervision. This excludes regular / scheduled PPA, NQT or SLT cover.*
- To mark work where appropriate in the above circumstances.*
- It is your responsibility to claim for the extra hours worked by submitting a written timesheet as soon as possible, authorised by your Foundation Stage Leader.*

*Signed:*

*Date:*

*Signed Headteacher:*

*Date:*