



Job Description, Person Specification, Competency Framework

Job Description			
Post Title:	Early Years Practitioner (Teacher)		
Qualification:	Annual Salary:	Location:	Full Time Part Time
Level 2 (Minimum)		Central London	
Posts Responsible to: Principal, Head of Nursery School			
Posts Responsible for: N/A			
Job Purpose: <ul style="list-style-type: none"> - To provide a high standard of physical, emotional, social and intellectual care for children place in the setting. - To give support to their staff within the setting. - To work as part of a team, in order to provide an enabling environment in which all individual children can play, develop and learn. - To build and maintain strong partnership working with parents to enable children's needs to be met. 			
Key Accountabilities/Primary Responsibilities: <ul style="list-style-type: none"> - Formulate and operate a program of activities suitable for the range of children attending the nursery school, in conjunction with the Headmistress. - Ensure you have a thorough understanding of and can put in to practise the 'Three I's (Intent, Implement, Impact). - Ensure that the weekly planning sheet for your group is completed. The learning intentions that you want to focus on and the ideas for activities that will meet them. The individual planning section is for you to focus on individual children's development and interests. Once the activity has been completed, you will write an evaluation. - Complete observations on other members of staff and give them feedback at the end. - To develop friendly and positive attitudes to the children, building relationships with and managing their behaviour as set out by the school policy. - Work alongside parents of special needs children to achieve full integration within the nursery school. - Foresee the needs of special needs children and give physical, emotional and intellectual guidance as appropriate. Complete IEPs, DAFs and SENIFs if needed. - Support all staff and engage in a good staff team. - Liaise with and support parents/carers and other family members. - Liaise with the local authority and other professionals associated with the nursery school. - Attend staff meetings in or outside working hours. - Organisation of parents evening, in the autumn and spring term, to discuss child's all-round 			

development.

- Complete reports at the end of the summer term by the set date.
- Undertake certain domestic jobs within the nursery school e.g., preparation of snacks, cleaning equipment and other general jobs enabling a clean and germ-free environment.
- Participation in staff training.
- To keep up to date child observations and implement them into the weekly planning.
- Ensure each child's tracking is up to date with observations/follow ups/ two-year check/ parents feedback forms/ meeting notes and other relevant information. This must be ready to be handed on to the child's next teacher and child's next school. This must also be presentable and be available for parents to see during the term.
- Ensure Tapestry is updated for each child based on where they are at in their progress and development and complete the weekly observations on time.
- To attend any new children's welcome party and children's reunion party in or outside working hours.
- To attend charity events or fundraisers organised by the school.
- Contribute to OFSTED Self Evaluation discussions and ensure that all OFSTED statutory requirements are met daily at school.
- Ensure the classroom looks bright and welcoming and that the display boards and topic tables are presentable.
- Communicate and engage with the parents on a daily basis about what their child has been doing at school and how they have been progressing.
- Provide support and advice to parents on future schools for the children.
- Contribute ideas and suggestions during planning meetings as well as bringing new methods, research and knowledge in order to move the school forward.
- Contribute to the weekly newsletter that goes out to parents by providing a summary of what the children have done that week and any reminders of information or upcoming events.
- Contribute to the half term and end of term newsletters by providing photos for the Dropbox folder and a summary of what was done during the half term.
- Keep the school policies and procedures up to date by contributing to any changes during staff meetings.
- Work alongside the Headmistress to ensure all the above are fulfilled.

Personnel Specification – Nursery Practitioner

Attributes	Criteria	How Identified	Rank
Education and Training	- Minimum of a relevant and recognised Level 3 qualification	A	Essential
	- Evidence of ongoing personal development training	A & I	Desirable
	- Desire to continue with professional development	A & I	Desirable
	- Understanding and awareness of statutory framework required by Ofsted	A	Essential
	- Recent Paediatric First Aid certificate	A	Desirable
	- Basic Food Hygiene	A	Desirable
Relevant Experience	- Experience in working with children	A & I	Essential
	- Experience of working in early years	A & I	Essential
	- Experience of the EYFS	A & I	Desirable
	- Experience of working in partnership with parents	A & I	Desirable
General and Special Knowledge	- Knowledge of legislation relevant to Early Years - Safeguarding, KCSIE	A & I	Essential
	- Knowledge of Child Development and children's needs	A & I	Essential
	- Ability to work with parents/carers/families to encourage a working partnership	A & I	Essential
Skills and Abilities	- Ability to communicate well with adults and children	A & I	Essential
	- Ability to work as part of a team	A	Essential
	- Ability to write legibly in a grammatically correct format	A	Desirable
	- Good presentation skills	A	Desirable
	- Basic IT skills.	A & I	Desirable
	- Organisational skills	A & I	Desirable
	- Creative	A & I	Desirable
	- Ability to be flexible	I	Essential
Any Additional Factors	- Understanding of Equal Opportunities	A & I	Essential
	- Awareness and understanding of Health, Safety, Hygiene and Compliance	A & I	Essential

Key:

A = Application

I = Interview

Behavioural Competencies (Early Years Practitioner)

'We Lead With Heart'

Advocating for young children's rights and participation

Promoting holistic child development

Working directly with young children, families and colleagues to promote health, well-being, Safeguarding, child protection and nurturing care

- Educators are committed to outstanding pastoral care and safeguard children's well-being, with the child at the centre of all they do
Educators take responsibility for being well informed about developments in pastoral care and in education that have an impact on the support of the children in their care
- Educators develop key skills in their children, and promote their spiritual, moral, cultural, mental and physical development
- Educators have an overarching understanding of the child's whole journey
- Educators treat children with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries
- Educators show tolerance of and respect for the rights of others

'We Love Learning'

Professional Development

- Educators are enthusiastic, passionate and positive in their practice.
- Educators effectively engage children through relevant and interesting learning and development opportunities.
- Educators ensure children develop a love of learning in a safe and positive environment
- Educators engage in innovation as a member of a learning organisation, contributing to the continuous development of pedagogy, curriculum and nursery/school systems
- Educators develop, practice and exemplify a growth mindset

'We Do It Well'

Seeks Excellence and Accountability

- Educators are self-reflective in their practice and are proactive in their own professional development through Dukes' career opportunities
- Educators set high expectations of themselves and all children
- Educators ensure children are given the necessary guidance and support to manage difficulty and build emotional resilience
- Educators are committed to being the champion of every child in their care.

'We're A Team'

Teamwork collaboration and inclusivity

Partnership with parents and caregivers

Communication &

- Educators know the needs of all children in their care and give every child the provision to ensure that they are able to achieve their potential
- Educators support the nursery/school in engaging with all its stakeholders, including initiatives to support the local community
- Educators communicate positively and constructively with parents
- Educators maintain a distinction between school and home, and a balance between professional commitments and personal

influencing	<div data-bbox="590 194 639 226" data-label="Text"> <p>life</p> </div> <div data-bbox="544 230 1378 300" data-label="List-Group"> <ul style="list-style-type: none"> - Educators support and collaborate with colleagues and pupils within the school </div>
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