



## Job Profile

### Nursery/Early Years Practitioner -Designated Level 3 (Section 27)

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#### Your job

**Job purpose:** Under the direction of the Nursery/Early Years Lead Practitioner to undertake work/care/support programmes to enable access to learning for children and to assist the Nursery/Early Years Lead Practitioner in the management of children in the nursery setting

To give support for SEN children providing particular help for those children with learning difficulties and/or behavioural, social or physical disabilities, as required.

The Nursery/Early Years Practitioner may be requested to take responsibility for special educational needs co-ordination, safeguarding co-ordination or early language co-ordination.

The post holder will act as the designated Level 3 practitioner in accordance with Dfe statutory framework for EYFS.

**Reporting to:** Nursery/Early Years Lead Practitioner

**Responsible for:** None

**Liaising with:** Children, teachers, senior staff, visitors to the nursery and school

**Grade:** G4

**Gauge Ref:** A23512

**Disclosure level:** Enhanced



## Job Outline:

- To deliver the early years foundation stage.
- To supervise and provide particular support for children (aged 0-11), ensuring their safety and access to learning activities.
- To assist with the development and implementation of Individual education/behaviour plans and personal care programmes.
- To establish constructive relationships with children and interact with them according to individual needs.
- To provide specialist support to children with barriers to learning on a one to one basis, in a small group or in or out of the nursery.
- To promote the inclusion and acceptance of all children.
- To encourage children to interact with others and engage in activities led by all practitioners.
- To provide feedback to parents in relation to children's progress and achievement under guidance of the Nursery/Early Years Lead Practitioner.
- To create and maintain a purposeful, orderly and supportive environment, in accordance with activity plans and assist with the display of children's work.
- To assist with the planning of learning activities.
- To monitor children's responses to learning activities and accurately record achievement/progress as directed.
- To provide feedback to Nursery/Early Years Lead Practitioner on children's achievement, progress and problems.
- To promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- To provide clerical/admin support, for example photocopying, collection of money.
- To take responsibility for groups of children on visits, trips etc under the supervision of the Nursery/Early Years Lead Practitioner teacher as may be reasonably directed.
- To be committed to safeguarding children at all times and follow associated procedures.



### Other specific duties:

- To carry out duties in the most effective, efficient and economic manner available
- To continue personal development in the relevant area
- To participate in the staff review and development appraisal process

### Health and Safety Training

- To undertake Health and Safety training on areas within the designated work area
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## Schools Job Profile Acceptance Form

### Nursery/Early Years Practitioner Designated Level 3 (Section 27)

#### **SIGNATURES / AUTHORISATION**

Job profiles are general, rather than explicitly describing any particular role and staff would not necessarily be expected to carry out all of the activities described. However, staff may also be expected to undertake some duties which are not detailed in the job profile.

I/we agree that this job profile is an accurate reflection of the duties, skills and responsibilities of the post.

Signed Governors: \_\_\_\_\_ Date \_\_\_\_\_

Signed Headteacher: \_\_\_\_\_ Date \_\_\_\_\_

Signed Jobholder: \_\_\_\_\_ Date \_\_\_\_\_

Print name Jobholder: \_\_\_\_\_ NI no \_\_\_\_\_

School name: \_\_\_\_\_

DFES: \_\_\_\_\_



## Person Specification / Selection Criteria

### Nursery/Early Years Practitioner Designated Level 3 (Section 27)

#### A. Experience

|  | <b>Essential</b> | <b>Desirable</b> | <b>Source</b><br>A = Application<br>I = Interview<br>R = References<br>T =<br>Task/Observation<br>P = Presentation |
|--|------------------|------------------|--|
| Experience of working and interacting with children (aged 0-5) with varying learning needs | E                |                  | A, I   |



## B. Training and Qualifications

|  | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|--|------------------|------------------|---------------|
| A full and relevant NVQ level 3 in Early Years/Child Care or Play Work OR<br><br>A full and relevant Level 3 Teaching Assistant qualification that was achieved in the Early Years Foundation Stage of a maintained provision. | E                |                  | A, I          |
| Basic level of literacy & numeracy   | E                |                  | A, I          |
| Willingness to undertake further relevant teacher assistant training   |                  | D                | I             |
| Willingness to undertake basic first aid   |                  | D                | A, I          |
| Willingness to undertake safeguarding training   | E                |                  | A, I          |
| To have attended at least one of the following: ELKLAN, ECAT, toddler talk, letters and sounds or SENCO training   |                  | D                | A, I          |



### C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

|   | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|---|------------------|------------------|---------------|
| Knowledge of basic Health and Safety  |                  | D                | A, I          |
| Basic knowledge of how to use ICT to support learning                                       | E                |                  | A, I          |
| Understanding of how to use relevant equipment/resources                                    | E                |                  | A, I          |
| Some knowledge of children's games and activities   | E                |                  | A, I          |
| A knowledge of the national/foundation stage curriculum and other basic learning programmes |                  | D                | A, I          |
| Understanding of relevant policies, codes of practice and awareness of relevant legislation |                  | D                | A, I          |
| Basic understanding of child development and learning processes                             |                  | D                | A, I          |



#### D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

|   | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|---|------------------|------------------|---------------|
| Ability to communicate with and relate well to pupils and adults          | E                |                  | A, I          |
| Ability to work under supervision and as a team member                    | E                |                  | A, I          |
| Ability to work in accordance with the schools health and safety policies | E                |                  | A, I          |
| Ability to deal with minor injuries                                       |                  | D                | A, I          |

#### E. Legal Issues

|                                    | <b>Essential</b> | <b>Desirable</b> | <b>Source</b> |
|------------------------------------|------------------|------------------|---------------|
| Legally entitled to work in the UK | E                |                  | A, I          |