


## Job Description

|  |                                |  |
|--|--------------------------------|--|
|  | <b>Job Title</b>               | Early Years Practitioner                                     |
|  | <b>School</b>                  | Hillview Nursery School                                      |
|  | <b>Location</b>                | Hillview Children's Centre<br>2 Grange Road,<br>South harrow |
|  | <b>Grade</b>                   | G6 scale 21  |
|  | <b>Reports to</b>              | Headteacher  |
|  | <b>Staffing Responsibility</b> | <b>YES</b>   |
|  | <b>Restricted</b>              | No   |
|  |                                |  |

### 1. Job Purpose:

*(Summary of the overall purpose of the job)*

- 1.1 To compliment the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individual or groups of children, or on a short-term basis for whole classes.
- 1.2 To monitor, assess, record and report on progress, development and achievements of children.
- 1.3 To support and develop an identified area of interest within the school, and/or mentor other Nursery Assistants to ensure workload is allocated and carried out.
- 1.4 Support the implementation of the revised EYFS
- 1.5 Lead and develop the practice of staff working in the EYFS,
- 1.6 Maintain a safeguarding culture throughout the setting at all times – ensuring that all staff adhere to all safeguarding procedures at all times
- 1.7 To contribute, as member of the senior management team, to the overall ethos, work and aims of the school/nursery/setting
- 1.8 Demonstrate effective leadership whilst overseeing the smooth running of the setting

## 2. Principal Accountabilities And Responsibilities:

*(Indicate the main accountabilities, responsibilities and expected outcomes (8-10 bullets should be sufficient)).*

- 2.1 Undertake detailed assessments of the needs of children, and use detailed knowledge and skills to support their learning.
- 2.2 Deliver learning activities and teaching programmes for individuals and groups of children within an agreed system of supervision, including local and national learning strategies such as early years.
- 2.3 Plan challenging teaching and learning objectives to evaluate progress and development of children, and adjust lesson/work plans as appropriate.
- 2.4 Adjust learning activities and teaching programmes to take account of the needs and responses of the children.
- 2.5 Monitor, record, evaluate and evidence the progress, achievements and responses of the children in respect of all learning activities, through a range of assessment and monitoring strategies, against pre-determined learning objectives.
- 2.6 Provide objective, accurate and detailed feedback to the teacher on the children's progress, achievements, and other matters ensuring the availability of appropriate evidence.
- 2.7 Recognise high-quality EYFS practice and model this for others
- 2.8 Support and monitor the staff team in their work with their key children
- 2.9 Support the role of parents/carers in children's learning, and contribute to and/or lead meetings with parents/carers to provide constructive feedback on the progress, development and achievements of children.
- 2.10 Establish good relationships with children, acting as a role model, being aware of and responding appropriately to their individual needs, and encouraging children to interact and engage in activities with others.
- 2.11 Promote independence and employ strategies to enable the inclusion and acceptance of all children, encourage self-esteem, and recognise and reward self-reliance.
- 2.12 Ensure children have appropriate and sensitive care in washing, toileting, eating and dressing, and provide appropriate personal care for sick and injured children in accordance with school policies and procedures.
- 2.13 Organise and manage the learning environment and resources, taking account of children's interests, language and cultural background.
- 2.14 Create and develop strong parent/carers partnerships maintaining professional boundaries at all times.
- 2.15 Participate in training and development activities and programmes, and attend and participate in meetings, as required.
- 2.16 Comply with policies and procedures, and report all concerns to an appropriate person, in respect of:
  - child protection,
  - health, safety and security,
  - confidentiality, and
  - data protection.
- 2.17 Work as part of the leadership team covering as needed the nursery in the absence of the headteacher/teacher.
- 2.18 Lead other adults and work collaboratively as part of a team
- 2.19 Motivate the staff to strive for outstanding care and education for children each and everyday.

- 2.20 Work closely with the headteachers to manage and develop Hillview to reach its full potential
- 2.21 Support and guide one to one support workers, including:
- Induction and mentoring.
  - work allocation and monitoring
  - training and development; and
  - liaison with managers and teaching staff.
- 2.22 Undertake these duties within agreed departmental school objectives, policies and procedures and promote the Council's Equal Opportunities Policy.

## **MAIN DUTIES / ACCOUNTABILITIES**

List the principal duties/accountabilities of the post and the role specific accountabilities.

**Note** - Minimum accountabilities for equality & diversity, health & safety, training & development and information security compliance have been included as standard phrases for all posts. Depending on the level and responsibility of the post enhance and add to these as appropriate.

| <b>A</b> | <b>Generic Duties/Accountabilities - for all posts H11 and Below</b>  |
|----------|---|
| 1.       | To ensure compliance with your responsibilities as laid out in the council's equal opportunity policy and take an active role in promoting and enabling equality of opportunity, promoting the diverse needs and aspirations of Harrow's community, ensuring equality and diversity is mainstreamed in all service/directorate activities |
| 2.       | To ensure compliance with your responsibilities as laid out in the council's health and safety policy and take an active role in promoting a positive health and safety culture.  |
| 3.       | To promote and participate in the council's investors in people (IIP) and individual performance appraisal and development (IPAD) initiatives and information management best practice.   |
| 4.       | To ensure compliance with the council's information security policies and maintain confidentiality.   |

|     | <b>Service Specific Duties/ Accountabilities</b>  |
|-----|---|
| 5.  | To Monitor, record, evaluate and evidence the progress and achievements of children.  |
| 6.  | To observe, plan and track individuals and identified target groups learning and development.   |
| 7.  | To take on a champion area to lead on and take forward within the setting, for example SENCO, safeguarding etc.   |
| 8.  | To work flexibly as part of a multi-disciplinary team including participating in supervision sessions, staff training days and staff meetings.  |
| 9.  | To work positively and sensitively as a flexible member of the staff team across a range of services, which may include evenings and weekends.  |
| 10. | To support children 2 -5 years, with their individual needs, including personal care and to modify activities to enable all children to access the curriculum, encouraging independent skills, record keeping is part of this process.              |
| 11. | To work within all Harrow Council's and individual policies and procedures pertaining to the Hillview Nursery School.   |
| 12. | To safeguard all children by following Harrow child protection guidelines and be able to write coherent, concise reports for professional meetings that may be used in legal proceedings.   |
| 13. | To liaise with other professionals in providing specialised programmes of care to meet the individual needs of the child, including children with disabilities and record children's achievements, supporting students on placement to do the same. |

## **SELECTION CRITERIA**

**Note for applicants** – The selection criteria specifies the knowledge, experience, skills, abilities, qualifications and training required to perform the duties of the post for which you are applying. In your application you will need to explain how your knowledge, experience, skills, abilities gained in paid or unpaid work, study or training, meets each of the selection criteria marked 'A' below, including your awareness, understanding and commitment to equality and diversity in employment and service delivery. If you fail to do so, you will not be short listed.

Short listing will be on the basis of assessing the selection criteria marked 'A'

**Note for managers** - List the selection criteria that are essential for individuals to possess in order to do the job. Equality & diversity criteria must be built into the selection criteria to assess understanding, awareness and commitment to equality and diversity in employment and service delivery and how individuals will apply it when carrying out their duties.

Clearly indicate in the end column which **method of assessment** or combination of methods will be used to assess each criteria i.e. Application (A), Interview (I), Test (T)

**Ranking Order** – All criteria must be numerically ranked (in the ranking order column) in order of importance with the most important criteria ranked highest relative to other criteria i.e. the most important criteria be given the ranking order of 1, the next most important 2 and so on. Where 2 or more criteria are equally important, they should be ranked the same i.e. both given the same ranking order of 1 for example.

| Ranking Order | Knowledge Indicator<br>(Define the knowledge that is essential to the job e.g. particular legislation related to the job)   | Method of Assessment |
|---------------|---|----------------------|
| 1             | a. Knowledge and understanding of equal opportunities in employment and service delivery and an understanding of anti-discriminatory practice in working with children, young people and their families.  | A I                  |
| 1             | b. Knowledge of how to promote positive images of racial identity and disability for all children.  | A I                  |
| 1             | c. Knowledge of current legislation and procedures relating to:-Children's Act 1989/2004, Special Educational Needs Code of Practice, Statutory Framework for the EYFS, Ofsted, Safeguarding Children, Health and Safety.   | A I                  |
| 1             | d. Knowledge of delivering the Early Years Foundation Stage   | A I                  |
| 2             | e. Knowledge of participating in the changing environment of Early Years and Childcare Services.  | A I                  |
|               | <b>Experience</b><br>(Specify the range, type and depth of experience required rather than being general or just specifying the number of years and consider relevant unpaid work)  | Method of Assessment |
| 1             | f. Experience of working with children and parents.   | A I                  |
| 2             | g. Experience of working with children between the ages of 2-12 years   | A                    |
| 1             | h. Working with children and families with diverse needs  | A I                  |
| 1             | i. Working within a team and attending staff meetings and training  | A I                  |
| 2             | j. Working within a multi disciplinary team   | A I                  |
| 1             | k. Proven experience of working with children aged birth – 5 years in a day care setting  | A                    |
|               | <b>Education, Qualifications and Training</b><br>(Specify only essential qualifications that can be justified and equivalent qualifications gained outside the UK, consider work related qualifications e.g. NVQ's. Remember relevant experience can be in addition to or instead of qualifications. If no qualifications are required, this section can be left blank) | Method of Assessment |
| 1             | l. NNEB/BTEC nursery nursing/NVQ3 or equivalent   | A Cert               |

|   |   |                      |
|---|---|----------------------|
|   | <b>Skills and Abilities</b><br>(Specify type and level of skills and abilities relevant to the job that can be measured, e.g. accurate recording) | Method of Assessment |
| 1 | m. Ability to effectively observe and record children's learning and development  | A I                  |

|   |   |                             |
|---|---|-----------------------------|
| 1 | <b>n.</b> Ability to communicate effectively through oral, written and listening skills with children and adults  | <b>A I</b>                  |
| 1 | <b>o.</b> Ability to work in a flexible manner and support a range of students  | <b>A I</b>                  |
| 1 | <b>p.</b> Ability to work both on your own initiative and with others in a multi-disciplinary team in a busy environment.   | <b>A I</b>                  |
| 1 | <b>q.</b> Ability to maintain appropriate professional relationships with carers/parents.   | <b>A I</b>                  |
|   | <b>Other Essential Factors</b><br>(Specify criteria directly related to the job e.g. ability to work unsocial hours, physical requirements, distinguish between 'need' and 'convenience' so it is justifiable and not discriminatory e.g. to women or disabled applicants. Include Genuine Occupational Qualifications or Requirements (GOQ's or GOR's) here if an essential requirement) | <b>Method of Assessment</b> |
| 1 | <b>r.</b> To be willing to attend appropriate training courses to promote professional development, and keep up to date through professional reading.   | <b>A</b>                    |
| 1 | <b>s.</b> To be able to lift and carry and move children, equipment and resources   | <b>A I</b>                  |
| 1 | <b>t.</b> To be able to work flexible working hours including evenings and weekends.  | <b>A I</b>                  |

**Form Completed by:**

**Name:** \_\_\_\_\_

**Designation:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Form Evaluated by:**

**Name:** \_\_\_\_\_

**Designation:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_