

## **Early Years' Practitioner/Key Worker, based at Exeter – a Learning Community**

### **Job Description**

**Hours: 37 per week – 40 Working Weeks.  
(Term time plus 1 week over the Summer holidays)  
Salary Range: G 8-13**

The aim of the Trust is to build a community of pro-social, emotionally competent, independent learners.

The Executive and senior leadership team seek to appoint suitably qualified and experienced staff that will enhance the existing team to ensure that our high standards are maintained.

### **Purpose of Job**

- To provide high quality education with care for children aged 2-5 in partnership with their parents.
- To be part of a multi-disciplinary team, working to create an integrated nursery provision.
- To actively participate and work as part of the Early Year's Foundation Stage setting team, which provides education and care for children aged 2 – 5 years, their families and carers.
- To be responsible for a group of children, including planning the learning environment and record keeping.

### **Job context**

Early Years Work is a partnership between education, social services, health, parents and the voluntary sector. Much of the work is provided by nurseries and Children's Centres, whose aim is to improve life chances of children under five who live in the designated area.

The job holder reports to the line manager working as part of the team, planning, assessing and evaluating the curriculum using the Early Years Foundation stage (EYFS) which sets welfare requirements and the standards for learning, development and care for children from birth to five.

In the Early Years Foundation Stage team there will be a mixture of Early Years Practitioners, Early Years Assistants and Qualified Teachers who work across our EYFS team (Nursery and Reception).

The job holder has Key Worker responsibilities for a group of children, tracking their progress, record keeping and providing information and support for parents. This involves liaising with other professionals to provide information, reports for case conferences and network meetings.

The job holder may have responsibility for a particular curriculum area and other programmes within the centre/setting.

### **Organisation Structure**

The job holder is accountable to the Nursery Leader, who has day to day responsibility for ensuring the high quality integration of childcare and education for all children in the setting throughout the day.

The job holder's responsibilities lie within the day to day provision of high quality Early Years Foundation Stage education and care of children 2-5 and their parents. The job holder is responsible for planning the learning environment; for setting up and leading areas of activities/learning experiences; evaluating and monitoring the learning and quality of the learning environment. They are responsible for key working a group of children which includes record keeping and liaising with parents about their child's development.

### **Main accountabilities**

- To work as an equal and active member of the Early Years Foundation Stage team to deliver Foundation Stage curriculum;
- To plan and provide for the individual child, in consultation with their parents/carers and in collaboration with colleagues;
- To ensure that each child's cognitive, social and emotional needs are met;
- To plan suitable indoor and outdoor areas of activities for the provision of a caring and stimulating environment for children aged between 2-5;
- To establish and maintain records for the designated group of children's development and learning;
- To maintain confidential files, reports and developmental records for assessment purposes, for reference for core groups, case conferences and court where necessary;
- To undertake home visits to children and their families, in consultation with other team members, working individually with parents and children respecting and understanding their individual needs and maintaining courtesy and confidentiality at all time;
- To work as a key worker as defined with the Early Years Foundation Stage. To encourage parents to be active partners in their child's learning. To ensure that parents are fully supported to access the full range of the school's services;
- To report any cause for concern regarding a child's health or welfare to the designated senior member of staff and to record any accidents to children reporting to the child's key worker where appropriate;
- To participate in visits and outings which extend the curriculum as well as other social activities which are part of the setting's involvement in the Community;
- To attend regular team and staff meetings, all training days and parents' meetings, where appropriate, to ensure up to date knowledge and information is available;
- Where required, to design and deliver family programmes for parents and children encouraging parental involvement in children's learning and other school activities; and

- To support and mentor students and ancillary staff who are involved in childcare education courses, carry out work experience and those on graduate and post graduate courses.

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### **Knowledge, experience and training**

- Level 3 or equivalent qualification in childcare, minimum;
- Proven experience of working with children under 5 and their families;
- Experience of multi-agency working and in an environment of confidentiality;
- Working knowledge of the Early Years Foundation Stage(EYFS) Curriculum;
- Sound IT skills for record keeping;
- Working knowledge and experience of planning and documenting using the EYFS and providing an environment that enhances children's learning opportunities;
- Experience of visiting families at home and key working;
- Good communication skills both verbal and written being able to communicate effectively with parents and professionals from other agencies. Being able to record information, write up assessment and reports as necessary to the service and able to deal effectively with a wide range of people and situations; and
- Understanding of safeguarding issues.

### **Planning and Organising**

Time will be allocated for planning, reviewing and evaluating the provision. Time will also be allocated to discuss observations and children's progress and make decisions about future steps.

Supervision will take place on a regular basis with the line manager, covering work and performance management targets, professional development, broader work issues, personal issues and key worker group.

The learning environment is planned on the basis of observations with reference to the Early Years Foundation Stage curriculum, to meet the varied needs of the children.

The following procedures/systems will be required to work within:

- IFTL Trust Policies and Procedures
- Ofsted regulations
- Child Protection guidelines and children at risk procedures
- Data protection, Freedom of Information and right to Access Information
- Health and Safety including risk assessments
- Early Years Foundation Stage Curriculum
- Inclusion Policy

The job holder will lead sessions and plan resources for sessions – creating a learning environment which meets the needs of the individual children, both indoors and outdoors. incorporating observing, scaffolding and extending learning to ensure that children reach age related expectations and developmental milestones.

## **Communication and Interaction**

Interaction is about building good relationships with children and parents, colleagues and other staff at the setting; to be a point of contact for the parents/carers of key children and to provide a friendly and supportive interface for them.

The job holder must be able to communicate and interact effectively with children, treating them as individuals and with respect. They must be able to listen to what they are saying and respond appropriately.

The job holder needs to work with tact and discretion when interacting with parents/carers. They make home visits during their key children's' time to take details, discuss needs of the child and to show parents the child's achievement records. They will promote good family relationships and encourage the parents to participate in the life/ethos of the school.

They work as part of a small team where good communication is necessary for effective and efficient service delivery. The team must be able to take over work if colleagues are not in work, sharing information and good organisational practises are necessary.

## **Freedom to Act**

The job holder has discretion within:

- Planning and organising the learning environment, both indoor and outdoor areas and activities, to meet individual needs;
- Maintaining up to dated portfolios of children's development; and
- Individual planning for group time with the children, liaising with their key worker/buddy.

Systems and procedures preventing total discretion as to how to undertake the job are:

- Child Protection guidelines;
- Ofsted Regulations;
- Health and safety;
- IFTL Policies and Procedures, e.g. for undertaking risk assessments;
- Government initiatives concerning Early Years foundation stage Curriculum; and
- Ethos/philosophy of the individual setting e.g. holistic approach, policies and procedures.

## **Area and type of impact**

The service delivered by the job involves day to day education and care of very young children and supporting their families. They interact with children and are responsible for their immediate well-being while they are in their care. They interpret behaviour and use observations to help make decisions about their work, sharing information, interacting with parents and in writing their records and reports.

The number of children that the job holder could be working with will vary according to the area of the learning environment and the time of day. The number of children that early years practitioners can be responsible for key working also varies.

### **Physical effort and/or strain**

The job requires physical effort on a daily basis when setting up/moving the learning environment around e.g. moving tables, chairs, equipment/resources, and climbing frames etc.

Working with very young children involves working at a low level, bending down, picking up and carrying children throughout the day.

The job involves working in outdoor areas in all weather conditions at least once a day for extended periods of time. In the summer, outdoor working can be more frequent and intensive. Staff will be provided with appropriate indoor and outdoor wet weather kit.

**Please have a look at the Person Specification below.**

Skills and Knowledge				Level	Assess by;
<u>A</u> ttainable	Successful applicants will be expected to obtain the denoted qualifications or experience within an agreed period of time			<u>A</u>	<b>A</b> Application
<u>D</u> esirable	Applications will be preferred from candidates with the denoted qualifications or experience			<u>D</u>	Interview
<u>E</u> ssential	Applicants without the denoted qualifications or experience will not be considered for this role			<u>E</u>	Testing <b>R</b> Reference
<b>Qualifications</b>	NVQ 3 in Early Years and Childcare or equivalent	X			<b>A</b>
<b>Skills / Experience</b>	Significant experience in a school/educational setting	X			<b>A</b>
Competencies				Level	
<u>A</u> wareness	Demonstrable aptitude and ability to develop in the particular work area			<u>A</u>	<b>A</b> Application
<u>S</u> ignificant	Clear competence in the work element sufficient for all rolerequirements			<u>S</u>	Interview
<u>E</u> xtensive	Sufficient expertise in the work element to lead and mentor others, and influence policy and practice			<u>E</u>	Testing <b>R</b> Reference
<b>Planning and organising work</b>	Ability to develop session plans to meet the needs of individuals and groups		X		I,R
<b>Planning capacity and resources</b>	Careful use safekeeping of equipment and educational materials		X		I,R
<b>Influencing and interpersonal skills</b>	Ability to engage with young children to encourage their full participation in educational and social learning activities	X			I,R
	Ability to assist with the training and mentoring of new staff and students.		X		I,R
<b>Using initiative</b>	Ability to find creative solutions to day to day problems in the school environment		X		I,R
<b>Working independently</b>	Supervise groups of young children in an Early Years setting or approved external setting	X			I,R
<b>Managing people</b>	Work well alongside support staff, volunteers or students in the delivery of activities		X		I,R
<b>Managing resources</b>	Use and safekeeping of classroom equipment	X			I,R
	Keeping accurate records	X			I,R
<b>Managing risk</b>	Be fully aware of, and act in compliance with all ITFL and legal policies and procedures in relation to the health, welfare and safety of children	X			I,R
<b>Managing oneself</b>	Be aware of opportunities for self-improvement wherever possible		X		I,R