



BEARBROOK COMBINED SCHOOL AND PRE-SCHOOL

Empowerment • Nurture • Integrity • Respect • Trust

Bearbrook Combined School in partnership with



Job Description for Pre-school Practitioner

At Bearbrook pre-school practitioners make the care and education of their children their first concern, and are accountable for achieving the highest possible standards in work and conduct. Practitioners act with honesty and integrity; have strong early years knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their children.

All staff are expected to model and uphold the vision and values of the school ensuring everyone is nurtured, inspired and achieves.

A Practitioner's main duties and responsibilities are:

- To work as an active member of the Pre-school team, relate positively with the children and assist in creating a climate where parents/carers, volunteers and co-operating agencies feel welcome, secure and able to contribute.
- To contribute to the educational and social development of children in Pre-school by using the planning and delivery of stimulating programs of activity by annotating and sharing ideas for spontaneous planning.
- To lead delivery of activities so that children have access to a wide range of stimulating choices appropriate to their levels of development.
- To work with groups and individual children, as appropriate and to be aware of each child and their learning needs. To share necessary information with staff, parents and other agencies.
- To ensure that the setting is fully inclusive so that the needs of all children are met.
- To assist in the maintenance of the children's profiles by carrying out observations focused on learning and share next steps with relevant staff members and families.
- To be fully involved with, and be able to initiate structured play situations and purposeful group times.
- To maintain confidentiality at all times in regard to children and staff as set out in the Early Years Framework.
- To maintain a sound knowledge of the Early Years Foundation Stage.
- Take responsibility for improving provision through appropriate professional development, responding to advice and feedback from colleagues.
- To keep abreast of current developments and legislation by attending relevant training, network meetings and reading relevant publications.
- To care for the safety of the children by following appropriate Health and Safety Policies and Procedures, and be vigilant identifying potential hazards and difficulties. Reporting any faults to the school's caretaker.
- To follow the school's safeguarding policies and sharing all information with the school's Designated safeguarding leads (DSL's)
- To provide first aid where necessary and keep written records of and incidents or accidents which parents should be aware of and signed.

- To supervise and maintain purposeful working areas and to ensure the correct preparation of the learning environment, outside learning area, kitchen and toilets ensuring that they are all clean, safe, in good repair and appropriately stored.
- To support children with toileting as required and to develop self-help skills.
- To work closely with staff to enhance the reputation of the pre-school.
- To promote communication with parents/carers and Foundation Stage Teachers to facilitate a smooth transition into Pre-school and then from Pre-school to Foundation Stage.
- Promote positive behaviour management, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Attend and participate in relevant meetings as required.
- To carry out the duties of the post in accordance to the school/Pre-school policies.

Fulfill wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- take responsibility for improving through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to children's' achievements and well-being.

Personal and professional conduct

A Pre-school Practitioner is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Pre-school practitioner upholds public trust in the profession and maintains high standards of ethics and behaviour, within and outside school, by:

- treating children with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Pre-school staff must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

**The Great Learners Trust believes that every child can be a great learner –
it is our job to make that happen!**