

Job Description

Position Title	Foundation Stage Senior Practitioner		
Location	Maintained Nursery, Foundation Stage Unit, School		
Reporting to	Early Years Teacher/Nursery Manager		
Position Number(s)			
Grade	D		
Directorate/Section/School	Education		
Effective date of JD		JE Job Number	G.2011

Job Purpose including main duties and responsibilities:

Job Purpose:

Work under the guidance of the teaching and senior staff using experience and expertise in Early Years, Care and Learning in an agreed system of supervision.

Main Duties & Responsibilities:

- work under the supervision of the teacher to agree and implement high quality practice and supervision of individuals and groups of children, inside and outside the nursery or foundation stage unit
- manage under supervision of the teacher in the observation, assessment and planning cycle and to manage and prepare resources
- supervise all children during planned absence of teacher.
- engage with and support children's learning and generally support children with set activities, independent problem solving and creative play.
- understand team roles and responsibilities and your own position in them.
- Accompany teaching staff and children on visits, trips and out of school activities as required and take responsibility for a group as agreed with the teacher.
- Ensure school safeguarding policies and procedures are followed appropriately

Person specification:

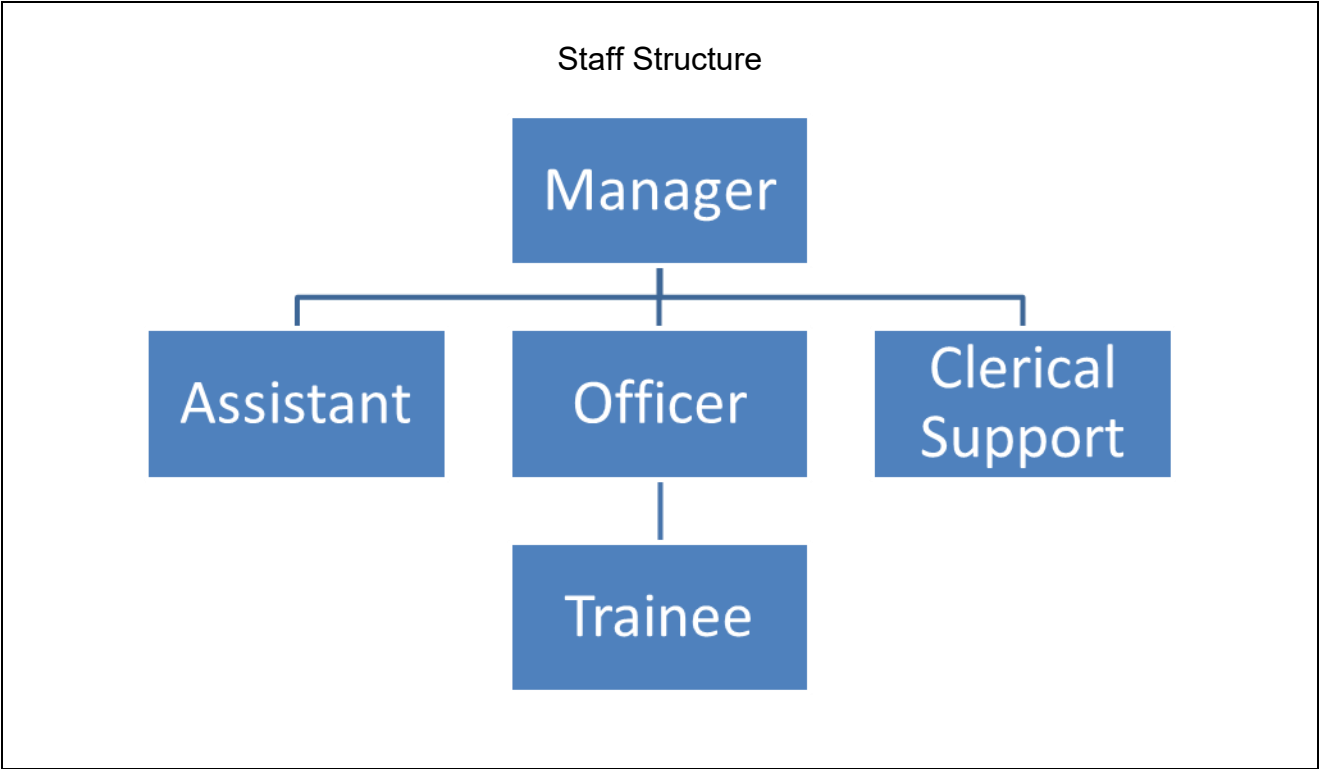
Attribute	Essential	Desirable	Method of Assessment
Management of people	Able to manage the upkeep and maintenance of resources in conjunction with other staff – for example apply health and safety policy.	Experience of managing a team in an early years setting including induction, supervisions and appraisal.	Application form References Interview
Experience	<ul style="list-style-type: none"> • Extensive proven experience of working with children of relevant age in an early learning environment. • Experience of working with the EYFS and other relevant learning programmes and strategies – for example contributing towards Educational Plans. • Experience of working as a key worker with a group of children • Experience working as part of a team. • Experience of working with other agencies and professionals. • Knowledge and understanding of the type of external support that is available to support children and their families and how to access these services. • Planning learning outcomes for large groups of children. 	<ul style="list-style-type: none"> • Management experience including staff supervision • Experience of working in a school environment 	<ul style="list-style-type: none"> • Application form • References • Interview • Practical task and assessment
Practical Skills	<ul style="list-style-type: none"> • Ability to plan effective learning and care programmes either under appropriate supervision and guidance or in collaboration. • Ability to work independently using own initiative. • Ability to self-evaluate learning needs and actively seek learning 		<ul style="list-style-type: none"> • Application form • References • Interview • Practical task and assessment

	<ul style="list-style-type: none"> opportunities. • Ability to relate well to children and adults including other professionals, carers and parents. • Ability to demonstrate and promote good practice in line with the ethos of the school indoors and outdoors. • Ability to reflect on learning and care needs and use this knowledge to affect children's outcomes – for example in planning, procurement of resources, Educational Plans and communication with parents. • Have a consistent approach with children and parents. • Have a firm commitment to the protection and safeguarding of children at all times. 		
Communication	<ul style="list-style-type: none"> • Have sufficient understanding and use of English to ensure the well-being of children in their care • • Can communicate effectively with adults and children. • • Keep written records of children's achievements including observations. 	<ul style="list-style-type: none"> • Ability to promote and market the service to the wider community. 	<ul style="list-style-type: none"> • Application form • References • Interview • Practical task and assessment
Personal Qualities	<ul style="list-style-type: none"> • To work constructively as part of a team to understand nursery/foundation stage unit roles and responsibilities and own position in them. • Have a calm, consistent approach and be warm, welcoming and personable. • Able to maintain confidentiality. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Application form • References • Interview • Practical task and assessment

Strategic Thinking	<ul style="list-style-type: none"> Contribute ideas at school meetings for developing the early years' provision; this may include contributing to the writing of policies and the school development plan. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> References interview
Technology / IT Skills	<ul style="list-style-type: none"> Ability to utilise ICT effectively to maintain administrative and record-keeping processes Ability to effectively use ICT to support learning , including use of the internet for researching learning programmes, etc Ability to use other technology to support learning such as laptops, overhead projectors, DVD and video equipment, etc 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Application form References Interview Practical task and assessment
Education and Training	<ul style="list-style-type: none"> A full and relevant level 3 qualification. Numeracy and literacy skills at least equivalent to level 2 of the National Qualifications Framework. Willingness to participate in other development and training opportunities. Full working knowledge of relevant policies and codes of practice, and awareness of relevant legislation. Working knowledge of national/foundation stage curriculum and other relevant learning programmes and strategies. Understanding of principles of child development and learning processes and in particular barriers to learning. 	<ul style="list-style-type: none"> A higher level qualification (level 4, 5 or 6) in a management or childcare related discipline, or be actively working towards. Requirement to participate in training or development as and when identified by line manager as essential for performance of the post. Paediatric First Aid or Emergency Paediatric First Aid 	<ul style="list-style-type: none"> Application form References Interview Practical task and assessment
Professional Registration	<ul style="list-style-type: none"> If Applicable 		<ul style="list-style-type: none"> Certificate/Registration
Equal Opportunities	<ul style="list-style-type: none"> Devon County Council and its staff seek to eliminate discrimination, advance equality and foster good relations. 		<ul style="list-style-type: none"> Demonstrate knowledge at Interview

Physical	◦ Able to carry out the duties of the post with reasonable adjustments where necessary.	◦ OH1
Other relevant factors	◦ Commit and conform to DCC Customer Service Standards.	◦

Structure chart – to be completed in all cases by the manager with the job description and person specification



1. Supervision / Management of People:

Supervising staff whilst undertaking teaching and learning activities as indicated by assigned Teacher. May have supervisory responsibility for one or more Early Years Foundation Stage Assistants or workers, under the guidance of the teacher. Provide appropriate guidance and supervision to less experienced staff, for example junior staff, students and placements.

2. Creativity and Innovation:

- Work with the teacher and senior staff to devise a creative learning environment for children in a defined framework, such as statutory Early Years Foundation Stage (EYFS).
- Work under the guidance of the teacher to provide a range of interesting and stimulating activities to promote all areas of learning as identified in the Early Years Foundation Stage – for example leading an activity using a range of creative resources and having daily interaction with the children.
- Work with the early years' teacher to plan and evaluate daily and weekly learning and care, including planning and leading activities for groups of children.
- Implement plans on a daily basis as devised with the teacher, including scope for creativity and interpretation –for example by adjusting activities according to children's responses, needs and interests.
- Implement local and national learning and childcare strategies, such as EYFS, making effective use of opportunities provided by other activities to support the development of relevant skills.
- Influence, support and celebrate difference and make sure all children have equal access to opportunities to learn and develop.
- Recognise your own strengths and areas of expertise and using these to advise and support others.

• Contacts & Relationships:

- Engage with a wide range of people including teachers and school or nursery staff, visiting professionals and agencies such as Ofsted, parents, children and families, visitors and student placements. This engagement may sometimes include potentially contentious situations or those where sensitivity is required.
- Liaise with parents and carers on a daily basis, providing updates on a child's progress and specific needs. Deal with any queries or differences of opinion which are raised, using tact and diplomacy. Discussions may take place outside usual nursery opening hours.
- Work with teachers and other team members to share information and agree on a recommended course of action before speaking to parents.
- Liaise sensitively and effectively with parents and carers as agreed with the teacher including:
 - participating in feedback sessions and meetings with parents alongside the teacher or as directed
 - working with the teacher to establish an appropriate safe and secure learning environment. Work with the teacher and other nursery staff to plan and evaluate daily and weekly learning and care.

- Establish productive working relationships with children, acting as a role model and setting high expectations for behaviour and learning.
- Provide feedback to children about their progress and achievements on a daily or weekly basis.
- Establish constructive relationships and communicate with other agencies and professionals, such as Early Years Consultants, in liaison with the teacher to support the children's achievement and progress.
- Promote and market the provision to prospective parents and be an enthusiastic advocate of early learning.

3. Decisions – Discretion:

Work is broadly defined by standards and regulations which operate in the setting, and which are enforced and monitored by the teacher. Decisions taken by this role would work within this scope. Make decisions on how to implement a specific activity which has been defined by the teacher, for example planning and implementing a small group activity to fit with a defined learning intention for the day. Contribute recommendations to the team about planning for future learning.

4. Decisions – Consequences:

Recommendations and suggestions made by this post are essential to the success of the early years' team - for example all members of the team are expected to take shared responsibility for enabling children to reach their full potential, and seeking opportunities for continuous improvement in the nursery. The impact of recommendations independently made by the post holder must improve and progress a child's ability to reach their full potential.

5. Resources:

Regularly contribute towards written observations of a child's progress, while maintaining confidentiality at all times. Gather and collate evidence to support a child's progress towards learning outcomes. Organise the availability and use of general and specialist play equipment and other resources, including checking to make sure they are clean, safe and secure for young children. Make recommendations about buying in new resources. Uphold the school's health and safety policies, by reporting problems with resources and equipment to the teacher for further action to be taken. The nursery or Foundation Stage Unit operates a policy of collective responsibility, (including all staff and children) towards the appropriate management of resources.

6. Work Demands:

Planning needs to be thorough but flexible to accommodate children's needs and abilities, in agreement with the teacher. Visits from external organisations are usually pre-planned and so not disruptive, but may include Ofsted inspections, visits from Early Years Consultants and other professionals. Sudden interruptions would be minimal.

7. Physical Demands:

Working with young children involves bending, kneeling and crouching for periods of time. It may also involve occasionally lifting or holding children during planned activities and may include changing nappies and toileting duties. There is a requirement to put out and put away a range of equipment and materials, sometimes assisted by children. Activities may take place indoors or outdoors.

8. Working Conditions:

Work involves significant elements of inside and outside work, including leading learning in an outside environment. – for example building a snowman with young children. Exposure to moderate noise, especially while working inside the nursery – for example a music session with young children. Other environments may include trips to places of interest for example a local zoo.

9. Work Context:

There is a minimal risk of illness or injury working in the nursery or Foundation Stage Unit setting. This role manages the provision of childcare and education for 0-5 year olds and as such, there are inherent daily risks in the form of bodily fluids, and infections and emotional impact from parents, carers, children and staff, including the management of potentially abusive situations.

10. Knowledge and Skills:

This role requires the ability to work in one broad area of activity - a nursery or foundation stage unit with children under 5 years of age - with a good level of practical knowledge and skills, including:

Working with Children

- Good working knowledge of the Early Years Foundation Stage relevant legislation and knowledge of relevant policies and codes of practice.
- Work under the supervision of the teacher to plan and evaluate daily and weekly learning and care.
- Monitor and evaluate children's responses to learning activities through observation and planned recording of achievement against
- pre-determined learning objectives. Encourage children to reflect on and develop their own learning with guidance from the teacher.
- Provide objective and accurate feedback and reports as required on children's learning and development and other matters to the teacher making sure appropriate evidence is available.
- Encourage children to interact and work co-operatively with others and engage children in activities. Employ strategies to recognise and reward achievement and self reliance.
- Understand and be able to implement inclusive practices into the setting, to make sure all children have the opportunity to learn, interact and fulfil their potential.
- Work with the teacher to identify and support children who are at risk of under achievement.
- Work with the teacher to establish an appropriate physical and emotional safe and secure learning environment.

- Promote positive values, attitudes and good child behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging children to take responsibility for their own behaviour.
- Work with adults in the team to develop a positive learning environment for adults and children.
- Establish productive working relationships with children, acting as a role model and setting high expectations for behaviour and learning.
- Work consistently while recognising and responding to individual children's needs.
- Provide feedback to children about progress and achievement on a daily or weekly basis.
- Implement agreed learning activities adjusting activities according to children's responses and needs.
- Awareness of specialist support services available to children and families, such as Speech and Language Therapists.
- Establish constructive relationships and communication with other agencies and professionals with the teacher to support achievement and progress of children.
- Self-evaluate learning needs and actively seek learning opportunities.

Administration

- Accurately record achievement and progress.
- Provide general clerical and administrative support as required.

Liaison

- Liaise sensitively and effectively with parents and carers.
- Participate in feedback sessions and meetings with parents alongside the teacher or as directed.
- Use specialist curricular, learning skills, training and experience.
- Assist with the development and implementation of IEPs Educational Plans.
- Implement local and national learning and childcare strategies, such as EYFS, making effective use of opportunities provided by other activities to support the development of relevant skills.
- Be aware of, and comply with, policies and procedures relating to safeguarding, health safety and security, confidentiality and data protection and report all concerns to an appropriate person. The nursery or Foundation Stage Unit operates a policy of collective responsibility, (including all staff and children) towards safeguarding all members of the nursery.
- Contribute to the overall ethos, work and aims of the school.
- Provide appropriate guidance and general supervision to less experienced staff for example students, and placements and junior staff.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Promoting and marketing the provision to prospective parents.

Other

- Have a positive approach to continuous professional development, including accessing recommended training and development programmes as identified with your line manager.

Health & Safety:

Potential Hazards	Applicable to this job? (✓)	Action to be taken	<i>Examples of action to be taken (this list is not exhaustive)</i>
Display Screen Equipment	✓		<i>Conduct regular workstation assessments through Oshens software</i>
Electricity – fixed / portable			<i>Ensure PAT¹ certificates are up-to-date</i>
Manual handling	✓		<i>Ensure J/H attends appropriate training</i>
Verbal / physical abuse			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Work equipment			<i>Ensure J/H is familiar with all equipment and its proper usage and maintenance</i>
Fire			<i>Ensure J/H is familiar with evacuation procedures and use of fire-fighting equipment (if appropriate)</i>
Environmental			<i>Wear appropriate PPE²</i>
Isolation / lone-working			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Slips, trips & falls			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Chemical			<i>Ensure J/H is familiar with appropriate policies & procedures and wears PPE if required</i>
Working with Vulnerable persons			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Premises related			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Transport risks			<i>Ensure J/H is familiar with operation of vehicle(s) and safety procedures</i>
Working at heights			<i>Ensure J/H wears appropriate PPE and follows safe system of work</i>
Other hazards not identified above			<i>Deal with on an individual basis,</i>

¹ Portable appliance test

² Personal protective equipment

Job GLPC profile

SMP	C&I	C&R	D.D	D.C	Res	WDM	PDM	WCN	WCT	K&S	Score

Signatures:

I, the manager, confirm this is a true and accurate reflection of the job. This job description has been written in conjunction with the post holder (where applicable) who is aware that the post is being submitted for evaluation.

Job Description agreed by:

Job Holder (if in place):_____ **Date:**_____

Line/Originating Manager:_____ **Date:**_____

Head of Service/Head teacher_____ **Date:**_____