

# Role Profile: Early Years Practitioner

## Purpose

The EYFS Practitioner will be responsible to the Head of Early Years for delivering high standards of care and education for children between 2 and 5 years of age, in accordance with statutory requirements. You will implement the daily routines and contribute to the monitoring and evaluation of pupils and support the smooth running of the Early Years Foundation Stage.

## Key Accountabilities

**An Early Years Practitioner must:**

### **1 Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe environment for pupils, rooted in mutual respect
- collaboratively produce displays of children's work up to a high standard to create a stimulating learning environment
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### **2 Promote good progress and outcomes by pupils**

- Be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **3 Demonstrate good subject and curriculum knowledge**

- Have knowledge of the relevant curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.

### **4 Plan and teach well-structured lessons**

- To prepare and evaluate lessons that lead to the effective education of the pupils
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and pupils' intellectual curiosity.

### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- Use approaches which enable pupils to be taught effectively
- demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- to make appropriate educational provision for children with SEN and those learning EAL, with support from the SENCo.

### **6 Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress and plan subsequent lessons
- Give pupils regular oral feedback in line with the school marking policy.

### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage groups effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

### **8 Fulfil 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 teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

## Person Specification

	Essential	Desirable
<b>Qualifications</b>	NVQ Level 2	NVQ Level 3 or equivalent
<b>Skills</b>	Ability to work as part of a team Ability to communicate effectively, work flexibly and show initiative Ability to encourage children to develop self-discipline, self-esteem, confidence and independence. To be a reflective practitioner To maintain high standards of care and consistent environments for children To ensure all policies, procedures and curriculums are adhered to at all times To be motivated and able to motivate children and staff The ability to form caring and trusting relationships with both children and families	
<b>Experience</b>	EYFS trained	

## Key Stakeholders:

**Internal** – Head of Early Years, Head of Prep-Prep, Deputy Head Academic and Headmaster

**External** - Parents

Signed: .....

Date: .....

Name (Print): .....