



Clifton High School

co-educational nursery pre-school to sixth form



**Early Years Practitioner
Candidate Brief**



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An Introduction

Clifton High School is a forward-looking school set in beautiful surroundings in the heart of Clifton. We are a mid-sized, all-through, independent school of 600 pupils, educating boys and girls from 3-18 years. 'Realising Individual Brilliance' is central to our approach at Clifton High. We believe each child has unique talents and our aim is to nurture and celebrate the brilliance of all. Our approach to education is distinctive in that on transition into the Senior School, boys and girls are taught separately in core subjects. Research has shown, and our experience has borne out, that this gives our pupils the best environment in which to learn. At the same time our boys and girls benefit from having social interaction on a day-to-day basis which is crucial for their personal, social and emotional development. We call this the Diamond Edge Model of education.

Clifton High School is known for its strong pastoral and family ethos. Principally we are a school for parents who want their child's emotional and personal development to be given the same level of importance as their academic achievements. Parents comment on the excellent relationships between staff and pupils - relaxed but always respectful. The rapport, encouragement and support available to every single child, pupil and student create an atmosphere where children and young people can develop happily and progress successfully.

Academic success is extremely important to us at Clifton High School and we have a selective admissions policy. Typically, our students receive excellent results, and year on year the majority go on to secure their first choice of university. There is a firm belief, however, that there is more to school life than just good grades and we put as much emphasis on our pupils' development as on their achievement. Our pupils and young people want to extend themselves beyond the classroom to acquire new skills and develop character traits which will equip them for life. We support our boys and girls wholeheartedly as they embrace with conviction and enthusiasm the rich extra-curricular opportunities available to them. As a school, we believe that the privilege of excellent education brings with it responsibility and we send young people out into the world who are ready to make a real and positive contribution to society.

Four 'Houses' named after the School's founders, Percival, Pears, Wollaston and Winkworth, offer community structure across all ages. The majority of teaching is on one site with facilities including music technology and ICT suites, dance and theatre studio and hall with the latest audio-visual technology and, most recently, a new dedicated STEM room. The School has two senior computer laboratories and a junior computer room. Teaching rooms are equipped with interactive whiteboards and in many rooms, the latest interactive televisions and projectors. There are bespoke resources for learning and for play, including an environmental pond, eco garden, vegetable beds, outdoor classroom, fire-pit and mud kitchen. On-site sports facilities include swimming pool, climbing wall and gymnasium, strength and conditioning room, and outdoor multi use games area. At our nearby sports ground, Coombe Dingle, which is shared in partnership with the University of Bristol, there are international standard pitches, tracks and courts.



The Diamond Edge Model

Clifton High was the first school in the South West and is the only school in Bristol to follow the Diamond Edge Model of Education. Issues relating to gender and education have been debated for many years and it is widely accepted that boys and girls learn better in single-sex groups for certain subjects. It is also clear that young people benefit from interacting with both genders at all stages of their education and development. The Diamond Edge Model is where boys and girls are taught together until Year 6, then in Years 7-9 are taught separately in subjects where this is most beneficial and together in other subjects where mixed work is productive, before coming back together for Years 10-13 to study their chosen examination subjects for GCSE and A level. We believe that this offers the best of all worlds both socially and academically, allowing boys and girls to thrive and achieve their full potential.

Nursery Pre-School to Year 6

Our Nursery Pre-School currently has one class of children. There are two or three classes in all other year groups from Reception to Year 6. The curriculum is informed, but not constrained by the National Curriculum and the school chooses to enrich rather than accelerate learning. We are proactive in providing children with plentiful opportunities for self-discovery and make the most of the talented teaching from right across the school. Children from Nursery Pre-School to Year 6 benefit from specialist teaching and facilities in our sports, science, art, design technology, music, languages and enhanced learning departments. Children in Years 5 and 6 are also taught by specialist mathematics teachers.

Years 7-9

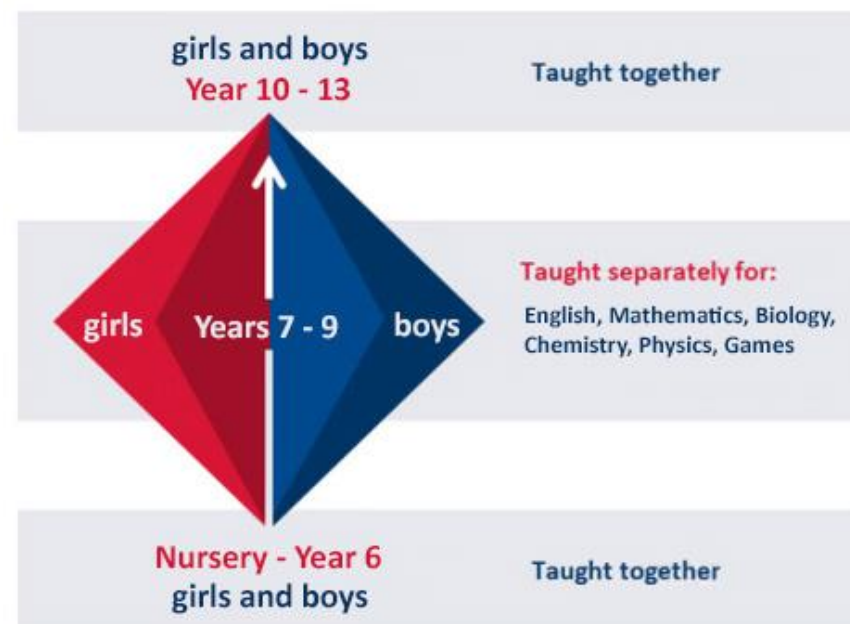
Clifton High School is now well established in its delivery of the Diamond Edge Model of education. This model has proved to be highly popular amongst pupils and their parents, offering single-sex teaching when it is most beneficial, together with opportunities to interact socially amongst pupils and their parents.

Years 10-11: GCSE

Our pupils achieve superb examination results. A broad curriculum, small class sizes and excellent teaching are instrumental in this. At GCSE, pupils are encouraged to take nine subjects, including the separate sciences. They also have a comprehensive Life Skills and Competencies programme.

Sixth Form

Our Sixth Form is a centre of excellence within the School. Academic performance is high, both in terms of students achieving outstanding grades but also in terms of those who exceed expectations and perform better than predicted. We offer a flexible and broad curriculum with courses running subject to demand; students may also complete an EPQ and have access to a full extra-curricular programme. All students follow the School's bespoke 'Futures and Skills Programme'; the support Clifton High students receive in terms of their UCAS applications is second to none. Typically, over 80% of students achieve their first choice of university





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Extra-Curricular and Co-Curricular

There are over 100 weekly extra-curricular clubs at Clifton High School ranging from Young Contrarians, Astronomy and Animation to Drama and Taekwondo. The School actively encourages pupils to partake in activities to ensure a range of skills are being developed and individual talents are nurtured. The School welcomes many specialist coaches and has developed unique partnerships with outside sporting associations which provide our pupils with elite coaching and player pathways into participation up to international standard. Pupil performance in music and drama is exceptional. There are a wide range of musical ensembles to choose from and an annual school theatre production and school concert. The Junior School performs regularly in the Shakespeare Schools Festival.

International Pupils and Students

Clifton High School welcomes international pupils and students and operates a host-family boarding scheme for those students who are 16 or over. Bristol is home to large French-owned companies and, as such, has a growing population of French professionals. Clifton High School has met this need and is the only school in the South West that operates FECP, allowing French pupils to follow the French and English curriculum concurrently. Additional support is given from a well-structured English as an Additional Language (EAL) Department.





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The School Ethos and Aims

Our Ethos

We aim to produce young people with the ability to think independently, who have a strong belief in themselves, confidence to pursue their ambitions and the resilience, flexibility and adaptability to succeed whatever life presents.

Our Aim

At Clifton High School, our aims are based around five key areas:

- Teaching and Learning
- Standards and Expectations
- Self-development and Adaptability
- Communication
- Business of Education





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INFORMATION

ACCOUNTABILITES AND DESCRIPTION OF POST

JOB TITLE:	EARLY YEARS PRACTITIONER
DEPARTMENT:	NURSERY PRE-SCHOOL—YEAR 2
REPORTS TO:	ASSISTANT TO DEPUTY HEAD, NURSERY TO YEAR 2

1.	<p>GENERAL QUALITIES</p> <p>The Clifton High School Early Years Practitioner will have a professional attitude and strive to maintain very high educational standards. They will have a strong regard for children’s safety and wellbeing, always putting the child first. They will provide a high level of support for the education, social and physical needs of the children and have the ability to motivate and inspire.</p> <p>SAFEGUARDING</p> <p>The Clifton High School Early Years Practitioner will be committed to Safeguarding and promoting the welfare of children and young people across this 3-18 School, both in and out of the School when in their charge and care. They will also ensure that any volunteers they have engaged to work with the children and young people are also committed to Safeguarding and are fully aware of the School’s policies and procedures prior to commencing any role or activity.</p>
2.	<p>TERMS AND CONDITIONS SPECIFIC TO THE ROLE OF EARLY YEARS PRACTITIONER AT CLIFTON HIGH SCHOOL</p> <p>This role is 8.00am to 4.00pm Monday to Friday over 45 weeks a year. The Early Years Practitioner will work in The Hive, Pre-School Nursery, with children aged 2½ to 4. The holiday periods, which fall within the School holidays, are: one week during each half term in October, February and May; one week for Christmas; one week for Easter and two weeks over the Summer.</p>

3.

MAIN RESPONSIBILITIES

Supporting children to learn as effectively as possible :

- Clarify and explain instructions
- Ensure the child is able to use equipment and materials provided
- Recognise and respond to children's individual needs
- Motivate and encourage the child as required
- Identify individual children's needs and contribute towards assessment of developmental progress
- Work with children in EYFS in all areas of the EYFS Framework
- Assist in planning and preparation of classroom resources and activities, and the evaluation of these activities
- Meet physical needs as required whilst encouraging independence; assist children with their self-help skills and personal, social and emotional development – parting happily from carer, dressing, taking care of belongings, toileting, eating breakfast, snack, lunch and tea
- Liaise with the class teacher to support the implementation of Individual Education Plans (IEPs)
- Work in a supportive relationship with the Class Teacher and Teaching Assistant
- Work with knowledge and confidence with the EYFS Development Matters
- Be able to resolve conflict following the 'Clifton High School Conflict Resolution Steps' (training will be provided)
- Have thorough knowledge of age-related expectations of children, the main teaching methods and the assessment frameworks in the areas of learning/ subjects and age ranges in which you are involved
- Understand the aims, content, teaching strategies and outcomes for lessons/activities in which you are involved
- Use ICT to advance children's learning and use common ICT tools for personal and children's benefit
- Develop methods of promoting/reinforcing the children's self-esteem
- Encourage acceptance and inclusion of children with special needs
- Promote positive values, attitudes and good child behaviour, dealing promptly with conflict and incidents in line with the School's behaviour management policies and encourage children to take responsibility for their own behaviour
- Have high expectations of all children regardless of their educational needs or aptitude, respecting their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement
- Supervise children in and out of class activities
- Escort individual children and classes around the School site or take a child to see the School Nurse
- Participate in staff meetings and teacher/teaching assistant meetings as agreed
- Support Open Days and other key events in the School Calendar such as Rose Day, St. George's Spring Concert and the Carol Service
- Assist with cleaning up spillages and changing nappies
- Be punctual, appropriately attired and a good role model for the children
- Agree to any reasonable requests made by the Assistant to Deputy Head, Nursery to Year 2

3.

Main Responsibilities cont.

Supporting General Teaching within the Nursery – Year 2 department:

- Assist with teaching groups of children or individuals as directed by the class teacher
- Contribute to the records of evidence of children's progress using Tapestry (EYFS ONLY)
- Teach intervention groups under the direction of the class teacher
- Assist with any personal or medical needs of the children that may arise
- Assist, with class teacher (and other professionals as appropriate), in the development of a suitable programme of support (IEPs) for children who need learning support
- Provide regular feedback about the children to the teacher
- Accompany children on off-site activities such school trips, sports activities and Forest School
- Support and encourage children during sporting activities such as PE, Gym and Swimming when requested
- Support staff in preparation of props and costumes for shows
- Assist with displays, filing, tidying, photocopying and the maintenance of resources
- Be a "Champion" of a school development area with colleagues depending upon experience and skill such as Forest School

Supporting the School:

- Attend planning meetings, staff meetings and relevant CPD as requested
- Participate in the School's Performance Management and Supervision arrangements
- Improve own practice through observation, evaluation and discussion with colleagues
- Adhere to all Clifton High School policies and procedures
- Assist in the implementation of the School's policies towards discipline, child protection and health and safety
- Be aware of confidentiality in issues of home/child/teacher/school work
- Communicate with parents with regard to organisational matters at the request of the class teacher
- Assist with other classes as and when necessary
- Take part in the duty rota on a regular basis and be flexible when the need necessitates
- Participate in and help with any outings or visits the class might undertake
- Be prepared to volunteer to assist in any aspect of school arrangements commensurate with the level of the role
- Be responsible for own self-development on a continuous basis and source CPD courses relevant to both the School Development Plan and own personal targets set with the Head of Department

Communications - Relations with Parents and the wider community

- Establish effective links with parents
- Liaise and work effectively with colleagues
- Promote the ethos of Clifton High School in the wider community

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post.



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PERSON SPECIFICATION

JOB TITLE:	EARLY YEARS PRACTITIONER		
DEPARTMENT:	NURSERY PRE-SCHOOL—YEAR 2		
REPORTS TO:	ASSISTANT TO DEPUTY HEAD, NURSERY TO YEAR 2		
Aspects	Essential Qualities which are essential to the satisfactory performance of the job and without which an applicant cannot be appointed	Desirable Qualities additional to those described as essential which may enhance your application. This is not an exhaustive list and you may add anything you feel is relevant to your application for the role.	Assess by AF = application form T = Teaching/Task I = Interview
Knowledge	<ul style="list-style-type: none">• Excellent subject knowledge of the EYFS Framework in all Prime and Specific areas• Knowledge of equal opportunities• Knowledge of child protection procedures	<ul style="list-style-type: none">• Use of 'Tapestry' or a similar software package for evidencing pupil learning	AF/T/I
Experience	<ul style="list-style-type: none">• Proven experience providing of recent and successful supporting class or in a pre-school setting• Minimum of three years' experience working in an Early Years Setting• Experience in identifying individual children's needs and contributing towards assessment of developmental areas	<ul style="list-style-type: none">• Experience of working in a variety of different Early Years settings	AF/T/I



Aspects	Essential Qualities which are essential to the satisfactory performance of the job and without which an applicant cannot be appointed	Desirable Qualities additional to those described as essential which may enhance your application. This is not an exhaustive list and you may add anything you feel is relevant to your application for the role.	Assess by AF = application form T = Teaching/Task I = Interview
Skills and abilities	<ul style="list-style-type: none"> • Good interpersonal skills • Ability to communicate effectively, both orally and in writing • Effective and accurate verbal and written communication skills • Ability to work towards the creation of a caring and safe environment • Proven ability to work as part of a team • Ability to attend to children's physical needs effectively • Excellent high level IT Skills 	<ul style="list-style-type: none"> • Ability to evaluate Assessment Data • Proven skills in organising activities to achieve defined targets • Ability to speak French or another language 	
Qualifications and Professional Development	<ul style="list-style-type: none"> • Level 3 qualification in Early Years (e.g. Level 3 NVQ Teaching Assistant Qualification, NNEB, CACHE Diploma in Childcare and Education, BTEC National Diploma in Childcare Studies) • Possess excellent numeracy and literacy skills (minimum level 2, ideally with a GCSE C grade English Language and Mathematics) 	<ul style="list-style-type: none"> • Paediatric First Aid Certificate • Forest School Training • Food Hygiene Certificate 	AF/T/I
Personal competencies and qualities	<ul style="list-style-type: none"> • Commitment to own professional development • Adaptable and flexible • Ability to take responsibility and to show initiative • Good team worker have a warm and positive approach • Able to demonstrate stability and commitment in previous roles 		AF/T/I
Attitudes and Outlook	<ul style="list-style-type: none"> • Boundless energy and vision • Ability to work under pressure and a capacity for hard work • Ability to appreciate the needs of the whole school • Positive and proactive approach to continuous improvement 		T/I