

FULL TIME EARLY YEARS PRACTITIONER
IN NURSERY– KEY PERSON

Job Description

The aim of Winchester House School

The aim of Winchester House is to develop life-long learners with a spirit of resourcefulness and self-reliance within a warm and purposeful community.

Responsible to: Early Years Co-ordinator and Head of Pre-Prep

Overall Responsibility

To support teaching and learning within the Early Years Foundation Stage.

Reasons to work at Winchester House

- Happy and purposeful whole school community
- United, enthusiastic and committed staff
- Good support for new members of staff
- Good discipline
- Motivated, talented and happy children
- Excellent reputation
- Plenty of opportunity for personal and professional development

The Independent Sector

Those unfamiliar with the Independent Sector should be aware of the following:

At Winchester House:

- Terms are shorter in duration than in the State Sector
- Staff are required to attend Professional Development days (four in total – two at the start of the Michaelmas Term and one prior to the beginning of the Lent and Summer terms which form part of contractual directed time
- Parent Teacher Meetings are usually held in an evening once a term and staff are expected to attend
- Normal contracted hours for Pre-Prep staff will be 8.00-5.00
- The school day for Pre-Prep children is Monday to Friday 9.00am-3.45pm. A breakfast club runs from 7.45am. Children may arrive in classrooms from 8.30am. After school clubs run until 4.45pm and the working day finishes at 5.00pm. Wrap around care continues until 6.30pm.

The Pre-Prep Department

Pre-Prep (Nursery-Year 2) is located on the opposite side of Manor Road from Upper School (Years 3-8). The school is fully integrated and Pre-Prep children have lunch in the Upper School in addition to visiting specialist subject facilities, Sports Hall and Music Rooms. Specialist staff teach ICT, Music, PE and French. We work actively with parents and local advisory teams and hold regular evening workshops and open classroom events. The team work very closely to ensure good integration and transition for the children.

The Early Years Foundation Stage is based in two large and colourful classrooms within the Pre-Prep. Both Nursery and Reception share a covered outdoor area for learning and play. The school is committed to the delivery of a rich learning experience based on the EYFS principles. From September, the EYFS team will be made up of – the Early Years Co-ordinator/Reception Class teacher, a further Reception teacher and Early Years Practitioner, Nursery Manager, an EY practitioner/Key person and a further EY Practitioner. Staff work flexibly and help and support the children and each other in both Nursery and Reception.

In KS1 there will be two Year 1 classes and two Year 2 classes from September 2021. We follow a creative integrated curriculum in line with the National Curriculum. Each collaborative year group has a Teaching Assistant.

In addition, Learning Development teachers based in Pre-Prep teach and support the teaching programme of children with additional needs (SEN, EAL, Learning Support).

The Post

- Have responsibility for leading the learning of groups of children and individuals within Nursery under the direction of and in collaboration with the Nursery Manager
- Scaffold children's learning through play in both the inside and outside environments
- Assessment and tracking – to complete all the relevant paperwork such as tracking documents and next steps/development matters. Link development onto Tapestry.
- Contribute to the planning, with a focus lead subject area
- To communicate effectively with parents/carers regularly and at parents' evenings
- To write summative assessments, progress checks and end of year reports
- To maintain the Learning Journeys for the Key Children
- Take an active role in the development of the enabling environment eg displays, learning stations and play provision
- Participate energetically and enthusiastically in the daily setting up and clearing away routines
- Participate and contribute to EYFS and class planning meetings and weekly staff meetings
- Assist children as required with their personal hygiene routines
- Be fully involved in all aspects of Pre-Prep life including duties, the after school clubs programme and after school care until 5.00pm on designated evenings
- Fulfil a daily lunch duty, eating with and supervising the children in their care
- Be confident to help organise and participate in events within the school that promote the enthusiastic involvement of pupils, colleagues and parents

Health and Safety

- Be aware of First Aid procedures.
- Be aware of Fire Procedures.
- Be aware of safeguarding responsibilities around children
- Be aware of the Prevent strategy

Continuing Professional Development

- Undertake any necessary professional development as identified by the school, including attendance at Whole School PD days prior to the beginning of term.

Pay and conditions

- According to the Winchester House salary scale, dependent on qualifications and experience
- All meals during the staff's day are provided free of charge

PERSON SPECIFICATION

Education

Required

- A minimum of a relevant level 3 Early Years Qualification
- Excellent written and spoken Literacy and Numeracy skills

Desirable

- Evidence of continuous commitment to further professional development
- Paediatric First Aid Qualification (a willingness to train is required)

Experience

Required

Candidates should show experience of

- working in an Early Years setting and an ability to make a full contribution to the work of the Early Years team
- preparing practical, differentiated resources including games, apparatus and visual aids
- completing observations, assessments and making contributions to pupils' learning journeys and profiles
- working in partnership with parents and colleagues, class teachers, Learning Support Team and colleagues throughout the school

Desirable

Candidates could possibly show experience of

- working in both Nursery and Reception settings
- plus an interest in the development of outdoor learning
- an area of expertise or interest that could be offered and developed in the Pre-Prep setting as an after school activity or within the curriculum

Knowledge and Understanding

Required

An excellent knowledge and understanding of:

- the new EYFS framework (2021)
- the ways in which children learn and develop through play and first hand learning experiences
- how to support children's reading and writing development through synthetic phonics
- how to provide effectively for the individual needs of all children - including, able and gifted and those with learning difficulties
- safeguarding and welfare requirements in the EYFS framework

Desirable

In addition, the Practitioner might also have knowledge and understanding of:

- the use of ICT to effectively support teaching and learning and to monitor children's progress e.g. use of the interactive whiteboard
- Jolly Phonics or Letters and Sounds
- Kinetic Letters handwriting
- Jane Considine/Pie Corbett Communication Language and Literacy approaches

Skills

Required

The Practitioner will be able to:

- promote the school's aims and ethos positively
- communicate at all levels
- work constructively as part of a team, understanding classroom roles
- inspire the children they teach
- create a happy, challenging and effective learning environment
- place a strong emphasis on learning through practical experience for all children
- utilise a range of strategies to promote good behaviour
- be reflective and learn from past experiences and be willing to accept advice and support from colleagues

Desirable

In addition the Practitioner may have proven ability to:

- support children with SEND

Personal Characteristics

Required

The appointee should be:

- committed to the role
- flexible, adaptable and able to use initiative
- punctual and have good attendance
- a good communicator and proactively engage with parents and colleagues
- a willing and supportive team member
- energetic and creative
- able to show a good sense of humour
- keen to develop professionally
- resilient
- able to exercise discretion and maintain confidentiality
- keen to contribute fully to the life of this busy boarding/day prep school
- committed to safeguarding and promoting the welfare of children

Desirable

The appointee will hopefully have:

- Aspiration and ambition