



Early Years Practitioner

(must have Level 3 in a full and relevant childcare qualification)



Dear candidate,

Thank you for taking the time to find out more about King Solomon Academy and the possibility of joining us as an Early Years Practitioner.

KSA is rare in that it is a genuine all-through school – our pupils can go from 2 years to university in our school. We have a nursery building for over 100 2–4-year-old children which opened in April 2021. We are expanding our provision, so we are looking for like-minded individuals to join our growing team.

In this role you will be a key person in providing a great experience for our pupils and their parents. You will have a welcoming and warm manner and build confidence in our families.

We have a great team in Early Years and are looking for Early Years Practitioners who are passionate about helping children love learning and playing in a warm and inclusive environment. We are proud of our woodland garden and our Forest School provision.

We want to invest in a member of staff for the long term, and support in their development and impact.

To apply, and to see more information about the school and this role please visit:

<http://kingsolomonacademy.org/current-vacancies>.

Please note we will be reviewing applications on an on-going basis and this advert may close earlier than advertised depending on the level of response. Early application is advised.

To discuss the role, please feel free to email the Principal's PA, Abigail Saleh.

(a.saleh@kingsolomonacademy.org) or phone on 0207 563 6901.

We wish you the best with your application.

Yours sincerely,

Beth Humphreys
Principal

Job Description: Early Years Practitioner

Reports to:	Lead Teacher of Nursery / Nursery Manager / Director of Early Years (year group dependent)
Salary:	Ark band 3 (full time salary: £28,622 - £29,904 pro rata; actual salary: dependent on exact hours worked)
Hours:	Term time only; 8am – 4.30pm

The Role

To work collaboratively within the Early Years team to provide a safe and joyful start to our children's education through our 'integrated' approach to teaching and learning based on developing the unique child, supporting them to learn through play and assessing their progress so they achieve excellent outcomes.

Key Responsibilities

- Contribute to creating and maintaining an excellent learning environment both inside and outdoors
- Invest in positive relationships with children and their families
- Support children in our two priority areas of personal, social and emotional development and communication and language
- Meet the needs of all our children, including pupils who have diagnosed or emerging SEND
- Observe, monitor and assess children using the EYFS framework and through child-initiated observational assessment.
- Work collaboratively as a member of a team
- Ensure pupils eat well at snack times and mealtimes
- Respond to pupils' needs on a 1:1 basis
- Support intimate care including nappy changing and toilet training
- Safeguarding

Outcomes and Activities

- To build a positive relationship with children and families encouraging dialogue, co-operation and partnership. Share information about their child in an honest but sensitive manner.
- To plan, prepare and set out, in collaboration with the Early Years team, activities, materials and equipment and resources for groups of and/or individual children.
- Support planning and building a stimulating learning environment which enables children to develop independence and learn to manage risk; where homes and families are reflected and which provide provocation based on children's needs and interests.
- Support the organisation of the learning environment so children can play physically as well as with objects, symbolic play, music, movement, pretend and socio-dramatic play and games with rules.
- Celebrate nature in the learning environment and take every opportunity to play and learn outside with children

- Be responsible for the planning, initiating and delivery of programs of work and activities for a class, group or individual children. Eg story sessions, math meetings, guided reading, interventions, cooking, music & movement, 1:1 SEN support
- Share and at times take sole responsibility (within ratio) for children working indoors and outdoors, facilitating and enabling learning by providing high quality support and interaction.
- Be responsible for groups of children and prepare and present their assessment evidence in learning journals.
- Liaise with external professional contacts and develop co-working practices with colleagues from other agencies, for example, health visitors, speech therapists and educational psychologists by exchanging information and participating in sessions/visits, contributing to assessments and carrying out action plans.
- Constantly reflect on and improve professional performance and participate in weekly PD training. Keep informed of current childcare legislation, educational theory and practices.
- Role model exemplary practice for support staff and support the development of the whole team in collaboration with the phase leader.
- Contribute to experiential learning activities and participate in trips and extended learning opportunities e.g visit to the Science Museum or going for a local area walk.
- Seek to constantly expand children's vocabulary, deepening their understanding of the world around them through repeating key phrases and providing commentary on children's play.
- Take every opportunity to promote a love of reading, singing, rhymes and games
- Work together with families to help children achieve continence including toilet training, nappy changing and intimate care.

Other

- Perform additional duties and tasks required for the effective operation of the school, including: attending home visits, parent meetings, open mornings, home learning workshops, providing cover for colleagues across the phase, break supervision and other duties
- Undertake other various responsibilities as directed by the Principal or the line manager

Person Specification: Early Years Practitioner

Necessary qualification criteria

- Full and relevant level 3 qualification in childcare as a minimum <https://www.gov.uk/guidance/early-years-qualifications-finder>
- GCSE English and maths at grade C or above
- Right to work in the UK

Experience

- Experience of teaching effectively in an EYFS setting
- Experience of working with vulnerable children desirable but not essential
- Experience of working with children with SEN desirable but not essential

Skills and attributes

We are looking for these skills and attributes in line with our values or - at the very least - a candidate's clear, demonstrable capacity to develop them:

“Aiming high”

- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

“Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others’ strengths and helps others to be better through a culture of clear, kind feedback
- Makes a strong contribution to assessments and child-led planning

“Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

“Leading the way”

- Has a passion for working in the EYFS
- Is a positive role model to others, and can direct other staff’s work in an EYFS setting
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

Other

This post is subject to an enhanced Disclosure and Barring Services check.

Principal: Beth Humphreys

Beth Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development before she became Head of Primary in January 2017 and Associate Principal. Beth has now been appointed to lead King Solomon Academy as Principal. She is proud to serve our all-through community and is passionate about ensuring our children get the very best start in life anyone could give them.



“We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university.”





“Transforming our school to realise the potential and drive the prospects of our children is at the heart of everything we do, every day.”

About Nursery at KSA

King Solomon Academy is focused on providing a high quality a life transforming education to all our pupils.

We believe that the foundations of our school are built in our Early Years and throughout Primary. As an all-through school we know that the successes here echo through a child’s whole education. If we can help pupils to be confident and engaged learners in these early years, we can set them up for success in their futures.

We want candidates to be excited about our nursery - detailed information is available on our website. <https://kingsolomonacademy.org/about/welcome/nursery>

As a genuine all-through school, with our pupils staying with us from nursery all the way until they apply to university aged 18, we have a unique opportunity to have a long-term and dramatic impact on our pupils' lives. We therefore must prioritise pupils' personal, social and emotional development as well as their communication and language skills. As our children start with us, we are passionate about creating mastery of all aspects of reading (including phonics) writing and maths, as well as creating the classroom culture which fosters rapid and significant character growth. In this way we believe our classrooms have vital importance in our ability as a school to affect change in the lives of our pupils.

Our EYFS environment is characterised by the formation of extremely positive and influential relationships between the school, pupils and their parents. We aim to support the development of the whole child, including their upbringing at home. Our curriculum is rich and varied teachers are encouraged to dream big in their curriculum choices to inspire and engage pupils. In preparation for learning musical instruments in Year 3, we invest in specialist music learning throughout the school – sport, drama and other enrichment activities benefit from our all-through setting.

Being part of the Ark network

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly successful network of 34 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

Ark runs several additional programmes, including:

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice

- SEN training for new to role and established SENCOs
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offers teachers and support staff a comprehensive range of school-based first class professional development opportunities.



Ark Safe Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee’s suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.