



The Forest Federation

of Soudley, Steam Mills and Woodside Primary Schools

Early Years Lead Practitioner job description

Employment details	
Job title	Early years lead practitioner
Reports to	Executive Head -Mrs Davis
Hours of work	5 days a week
Salary	Grade 5 point 11-14 depending on skills/experience
Contract	Maternity leave cover from 20 th Jan 2025 tbc

General duties

- Take a lead on the planning in pre-school and provide effective care, teaching and learning for children up to age five, enabling them to progress and prepare for school.
- Support and promote children's early education and development in the pre-school.
- Planning, organising and tidying the indoor and outdoor classrooms so that the environment supports children's learning, with other pre-school staff
- Make accurate and productive use of assessment for children in the pre-school.
- Work in partnership with the Early Years Leader, staff, parents, and professionals where applicable to support children's development.

Promoting children's development

- Plan a range of activities for children in accordance with their different stages of development and individual needs.
- Use the expected patterns of children's development to promote their early education and development.
- Use knowledge of the early education curriculum, systematic synthetic phonics and other suitable teaching strategies to teach reading, early literacy and maths.
- Accurately identify the needs, interests and stages of development of individual children.
- Promote diversity, equality and inclusion, accounting for cultural differences and family circumstances in activities.

Promoting the health, safety and welfare of children

- Act in accordance with legal requirements and statutory guidance on health and safety, child protection, safeguarding, security and confidentiality.
- Act in accordance with relevant school policies and procedures, such as those concerning child protection, health and safety and emergency situations.
- Promote the welfare of children at all times and report any safeguarding concerns to the DSL.
- Plan and carry out physical care routines suitable to the age, stage and needs of each child.
- Promote health and wellbeing throughout all practice and activities.
- Follow and encourage appropriate infection control measures, e.g. hand-washing, food hygiene, cleaning spillages and safely disposing of waste.
- Maintain accurate records and share information as required to ensure all children's needs are met, e.g. in relation to allergies and medical conditions.

Communication and self-development

- Work co-operatively and harmoniously with other staff members and relevant professionals to meet the needs of all children and enable them to progress.
- Liaise closely with parents to support them to promote their child's health, wellbeing, learning and development.
- Engage in relevant CPD opportunities to improve and acquire skills, practice, and subject and safeguarding knowledge.

Use of assessment

- Apply a range of assessment techniques to assess children using the early education curriculum framework.
- Conduct and record observational assessment accurately, reporting findings to the Early Years lead
- Use formative and summative assessment to track children's progress to plan next steps and shape learning opportunities, including end of year reports.
- Discuss the progress of each child to plan next stages in their learning with staff, parents and relevant professionals.

Early years practitioner person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> • Level 3 NVQ in Early Years Care and Education or similar field. • Minimum of GCSE grade C or equivalent in maths and English. 	<ul style="list-style-type: none"> • First aid certificate. • Child protection accredited training- Level 2 minimum, FGM and Prevent (will be arranged if not in place)
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> • Worked with children aged five and under for at least one year. • Worked with parents to support children's development. • Used the early education curriculum framework to support children's development. • Excellent communication, planning and organisational abilities. • Able to work with pupils and their families sensitively and effectively. • Able to assess and plan for a child's individual needs and differentiate activities to cater for children's varying needs and stages of development. 	<ul style="list-style-type: none"> • Worked with children with SEND. • Leadership and management skills.
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> • Clear understanding of the expected patterns of children's development from birth to age five, and of further development from age five to seven. • Able to analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances. 	<ul style="list-style-type: none"> • Awareness of the reception curriculum, to aid transition of Rising 5s.

- Appreciation of the importance of children’s holistic development in the following areas:
 - Speech, language and communication
 - Personal, social and emotional development
 - Physical development
- Able to explain the potential effects of, and how to prepare and support children through, transitions and significant events in their lives.
- Recognition of the importance of CPD and how to use time effectively.

Personal traits

The successful candidate will have

- A calm, caring and friendly nature.
- A commitment to promoting children’s wellbeing and education.
- Excellent verbal and written communication skills.
- Excellent time management and organisation skills.
- A flexible approach towards working practices.
- The ability to work independently and as part of a team.

Additional requirements

The successful candidate will

- Hold an enhanced DBS with barred list check.