Saltaire Primary School
- ENJOY ACHIEVE THRIVE -

Outline Job Description

POST TITLE:	**EARLY YEARS PRACTITIONER**
POST REF:	**EYP JANUARY 2027**
GRADE:	**BAND 6, SCP 7 - 11**

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.

2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.

3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.

4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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PRIME OBJECTIVES OF THE POST:

Promoting and working within the Early Years/Early Phase setting, meeting the needs of the children, families and community in which it is based, in accordance with the policies, procedures and working practices of the School.

Working as part of a team in assisting and consolidating the provision of a high quality Early Years curriculum.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Work within the school policies, under the direction and guidance of senior staff and within an agreed system of supervision, making decisions using initiative where appropriate within established working practices.

- Promote positive values attitudes and good pupil behaviour dealing promptly with conflict and incidents in line with established policy.

- Use good common sense and initiative when dealing with the conduct and behaviour of individuals, groups of pupils and whole classes; the correct use and care of materials by individual and small groups of pupils; the safety, mobility (if required) and hygiene and well being of the pupils.

- Work to a Key Worker system to provide care and Education through the provision of stimulating enjoyable and constructive activities appropriate to the Child's age and abilities to ensure physical social emotional and intellectual development, taking into account diversity (e.g. language, culture, ability, race and religion).

- Establish good relationships and high expectations with both the children and their families, through home visits (when possible) and in a pastoral role for a group; taking account of parental concerns and deals with them sensitively under direction of the teacher where necessary.

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- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher to support the achievement and progress of pupils.

- Assist and support colleagues wherever required in order to ensure the smooth running of the setting, and contribute to relevant meetings.

- Have excellent numeracy and literacy skills as well as excellent oral communication skills and the ability to communicate effectively at all levels.

RESPONSIBILITIES:

- Supervise and support children at all times including school visits, trips and out of school activities. Ensure the physical needs of children are being met and maintain high standards of cleanliness and hygiene (e.g. Washing, dressing and toileting).

- Support children in their learning both inside the setting and in outdoor play areas; recognising and responding to their individual needs, ensuring all children are engaged in appropriate activities.

- Determine the need for, prepare and maintain equipment and resources including specialist resources, and help the children in their use (e.g. Outdoor or indoor play equipment; being responsible for the care of all equipment and materials within the setting.

- Be aware of and ensure that as a team member the setting meets required standards as laid down by Ofsted Early Years Directorate.

- Act as a key worker for a group of children for part of each day.

- Deal with any immediate problems or emergencies using the schools policies and procedures, liaising with the teacher where required (e.g. an injured or sick child).

- Supervise whole classes and groups in the absence of teaching staff, maintaining the planned range of activities in the classroom and/or outdoor play areas in accordance with the short term planning.

- Monitor and evaluate the children's responses to learning activities as part of the planning cycle.

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- Liaise sensitively and effectively with Parents/Carers as agreed with the teacher within your role/responsibility and participate in feedback sessions or meetings (as directed by the teacher) with parents promoting the policy on parental involvement.

- Prepare accurate feedback and detailed records, recording children's physical, care and educational progress and achievements against pre determined learning objectives, ensuring the availability of appropriate evidence.

- Be responsible for keeping and updating systems as agreed with the teacher, contributing to reviews of systems as requested.

- Perform allocated tasks with limited supervision.

- Take delegated responsibility in the supervision and guidance of students on work placement, trainees and voluntary helpers.

- Handle small amounts of cash, or cheques as directed by the teacher.

- Provide general clerical/administration support (e.g. administer resources for agreed activities).

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions/parents evenings/special events etc. outside of usual hours.

- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.

- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.

- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.

- Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.

- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.

- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.

- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.

- Must be legally entitled to work in the UK.

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PERSONNEL SPECIFICATION:

	ESSENTIAL (E) / DESIRABLE (D)
EXPERIENCE:	• Experience of the Early Years Foundation Stage to support children's learning and development, adjusting activities according to children's responses and needs; using specialist curricular and learning skills (E). • Experience of policy implementation in respect of health and hygiene, child protection and special needs requirement (E). • Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level (E)
QUALIFICATIONS/ TRAINING:	• Will hold a relevant qualification (NNEB, Level 3 NVQ in Early Years Care and Education, Diploma in Childcare Education, BTEC National Diploma in Early Years, education to graduate level) (D). • Minimum of GCSE English and Mathematics at grade C or above (or equivalent) (D).
KNOWLEDGE/SKILLS:	• A good knowledge of the Early Years Foundation Stage Curriculum (E). • Knowledge of current and relevant guidelines and legislation and an understanding of child development (E). • Ability to work creatively to meet the needs of the families, working with parents to effect change (E). • Ability to plan activity programmes to stimulate learning and development, based on observation (E). • Ability to communicate effectively with children, parents/carers and other professionals (E). • Commitment to working in an anti-discriminatory way to ensure equality of opportunity (E). • Excellent written and oral communication skills and the ability to communicate effectively at all levels (E).

	• Be a creative thinker with good organisational skills, have a flexible approach to working and the ability to perform under stress (E). • A sense of humour (E). • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.

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DATE OF ISSUE:	1st September 2014
DATE OF UPDATE:	July 2020 (SCP change to reflect new pay bands)
DATE OF UPDATE:	1 April 2024 (PACT HR Branding and Copyright)
DATE OF UPDATE	1 March 2025 (Realignment of Pay Bands)

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