



Job Title: Early Years Practitioner

Ronald Tree Nursery School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Purpose of Job:

To actively participate and work as part of the maintained foundation stage setting team, as a Key Worker in providing education and care for children aged 2-4 years, their families and carers.

To be responsible for the development of a group of children and their learning environment, to include planning, record keeping and assessment.

Job Context:

Early Years work is a partnership between education, social services, health, parents and the voluntary sector. Much of the work is provided by nurseries whose aim is to improve the life chances of children who live in the designated area.

To ensure that all the children achieve their potential we seek to meet the individual needs of every child; in part this is achieved by ensuring that appropriate provision is made for pupils who belong to vulnerable groups.

The job holder reports to a line manager working as part of the team, planning, assessing and evaluating the curriculum using the Early Years Foundation Stage (EYFS) which sets the standard for learning, development and care for children from birth to five.

In the team there will be a mixture of Early Years Practitioners, Early Years Assistants and a Qualified Teacher who work together throughout the day.

The job holder will develop and implement plans/programmes with individuals and groups of children and has responsibility for tracking their progress. The job holder provides information and support for parents and liaises with other professionals as required.

Organisation structure

The line manager will have several areas of responsibility which will include the day to day responsibility for ensuring the high quality integration of childcare and education for all children in the setting throughout the day.

The job holder's responsibilities lie within the day to day provision of high quality Early Years Foundation Stage education and care of children in the setting. The job holder is responsible for identifying pupil need through observation and summative assessments. The job holder is responsible for planning the learning environment and for setting up and leading learning experiences. They are responsible for key working a group of children which includes record keeping and sharing learning with parents/carers.

Accountabilities

1. To plan suitable indoor and outdoor learning experiences for the children in our setting encompassing the Early Years Foundation stage. This will include responsibility for creating and maintaining particular areas of provision and ensuring they are safe and fit for purpose.
2. To establish and maintain records of development and learning for a designated group of children using the assessment systems employed by the setting.
3. To undertake home visits to children and their families, in consultation with their team members. They will work individually with parents and children, respecting and understanding their individual needs and maintaining courtesy and confidentiality at all times.
4. To report any cause for concern regarding a child's health or welfare to the designated senior member of staff responsible for Child Protection/Safeguarding Children.
5. To record any accidents to children on Tapestry, and report this to the child's designated Key Worker, a senior member of staff and parents, where appropriate.
6. To implement individual education programmes for children with Special Educational Needs ensuring their full integration into the nursery/early years setting.
7. To participate in visits and outings which extend the curriculum.
8. To attend regular team and staff meetings, all training days, parent consultation sessions and new intake evenings.
9. To provide support as a mentor for students who are involved in childcare and education courses.

Knowledge, experience and training

- Level 3 qualification in Early Years
- Experience of working with children from birth to five years of age.
- Experience in effectively managing challenging behaviours
- Experience of team working.
- Able to provide an environment that delivers both education and care and enhances learning opportunities.
- A working knowledge of the EYFS
- Able to monitor and assess child and family needs
- Have the IT skills to record information, write up assessments and complete individual reports effectively
- Good communication skills
- Able to maintain confidentiality
- Sense of humour

Planning, organising and controlling

The job holder plans the learning environment weekly on the basis of observations with reference to the Early Years Foundation Stage curriculum, to meet the varied needs of the children.

Daily work can change depending on children in the setting and staffing.

Supervision takes place on a regular/daily basis with the line manager, covering work and appraisal objectives, professional development, broader work issues, reflective practices and personal issues.

More formal supervision reviews take place three times a year.

The job holder sets own priorities for example

1. Leading sessions and planning resources
2. Creating a learning environment which meets the needs of individuals, led by observations and scaffolding of learning to ensure that appropriate support is in place for children.

Communication

Interaction is about building good relationships with children and parents, colleagues and other staff at the setting, to be a point of contact for the parents of key children and to provide a friendly and supportive interface for them.

1. The job holder must be able to communicate and interact effectively with children. The work involves 1:1 interaction with individuals and groups in order to implement plans. The job holder must be able to listen to what they are saying and respond appropriately.
2. They work as part of a small team as good communication is necessary for effective and efficient service delivery. The job holder must be able to take over work if colleagues are not in work, so sharing information and good organisational practices are necessary.
3. The job holder needs to work with tact and discretion when interacting with parents and carers.
4. Working as part of the team to implement behaviour management strategies in line with the policy of the setting

Freedom to act

The job holder must work within the procedures and policies which apply to the setting including:

Child Protection Guidelines
Ofsted Regulations

Health & Safety

NCC and School Policies and Procedures, e.g. for undertaking risk assessments

Government initiatives concerning Early Years Foundation Stage Curriculum

Learning ethos/philosophy of the individual setting e.g. holistic approach, policies and procedures.

Area and type of impact

The job holder supports the head teacher and other staff in the day to day provision of education and care for children aged 2-4 years, through the implementation of plans, and observations.

The number of children that the job holder could be working with depends on a number of factors. The maximum ratio would be 1:13 per session.

Physical effort and/or strain

The job holder will assist with setting up/moving the learning environment around e.g. moving tables, chairs, equipment/resources, climbing frames etc and changing nappies.

Working with very young children involves working at a low level, bending down, picking up and carrying children throughout the day.

Working environment

The job involves working in outdoor areas in all weather conditions to work with the children in the outdoor learning environment.

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