



Job Description – Pre-School Lead Practitioner

Title and Grade of Post

Title: Pre-School Lead Practitioner

Reporting to: EYFS Lead

Accountable to: Headteacher

Grade G: £22777 - £24496 (this is the full-time equivalent)

Job Purpose

The key functions of the role are:

- To be a member of the Early Years Foundation Stage (EYFS) Team working together under the direction of EYFS Lead Teacher and advising on practice, ensuring the best possible progress for all children.
- To take responsibility for leading the daily, weekly and termly programme for Pre-School aged children.
- To facilitate learning by supporting the needs of all children in accordance with the school policies and government initiatives in the pursuit of high standards of children's achievement, particularly in the prime areas of learning and development.
- To implement agreed school policies.
- To be a role model of high expectations and aspirations for young people, colleagues and other members of the school community.

Required qualifications:

- Level 3 Early Years qualification or higher

Operational Duties and Responsibilities

- Plan, prepare and deliver learning experiences that will enhance children's physical, intellectual, emotional, social and moral development.
- Take responsibility for overall observation, assessment and recording of the development of individual children with reference to the school's policies and EYFS Framework including children with special educational needs.
- Work alongside the EYFS Lead to create a broad and balanced curriculum; including long and short-term planning, observations and assessments as required.
- Lead the development of high-quality child-centred play-based provision deploying other staff where relevant.
- Role model effective practice to other Pre-School practitioners.
- Prepare, set-up and manage materials and equipment, both indoor and outdoor learning areas.
- Contribute to decisions and recommendations about practice, routines and organisation or space, to maximise the achievement of all children.
- Foster children's independence, self-regulation and interdependence.
- Support children with a variety of Special Educational Needs within the classroom environment, and reporting/working with SENDCO to best support individual needs.
- Work with EYFS Lead to ensure robust transition arrangements that support all children and their wellbeing.
- Lead in ensuring all Pre-School children are ready for transition academically
- Model positive behaviour management strategies in line with school policies.
- Provide an inclusive environment that allows for consideration of the children's ethnic, cultural, linguistic backgrounds and gender.
- Be aware of safeguarding procedures, identifying and monitoring children at risk or cause for concern, reporting to the designated safeguarding lead.
- Administer first aid and comfort to sick children appropriately including support for toileting.
- Attend and contribute to Early Years Team meetings and whole staff meetings, when required.
- Willingness to undertake personal care duties for individual pupils as required.
- Maintain effective, professional relationships with colleagues.

- Understand the need for and implement positive relationships with parents and carers, including sharing key information about their child's learning and progress and any causes of concern.
- Undertake such other duties as may reasonably be required by the EYFS Team Leader / Headteacher.

Other Duties and Responsibilities

- Keep up to date with best early years practice, local and national policy, in order to disseminate to colleagues in the setting.
- Engage positively in the appraisal process to achieve outcomes and personal appraisal targets, as agreed by the line manager.
- Have a commitment to personal and professional development e.g. attend training.
- Ensure that duties are undertaken with due regard and compliance with the Data Protection Act and other legislation.
- Carry out duties and responsibilities in accordance with school policies including Health and Safety Policy and relevant Health and Safety legislation.
- At all times adhere to and ensure colleagues adhere to the Adult Code of Conduct and Acceptable Use Policies.

This job description sets out the duties of the post at the time when it was prepared. Such duties may vary from time to time without changing the general character of the role. The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher. They will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post. An annual appraisal, and a mid-point review, will be undertaken, based on this job description.

All staff are required to complete a 6-month probationary period during which time suitability for the post will be assessed.

Kings' Cliffe Endowed Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The school's Grievance Procedure will be used to resolve any dispute arising out of the job description. Other relevant policies include the Stress at Work Policy and the Mental Health and Well-being Policy.

Person Specification – Pre-School Lead Practitioner

	Essential
Personal Attributes	<ul style="list-style-type: none"> ● A passionate belief in children’s entitlement to high quality learning opportunities ● High expectations of the children in your care ● Pride in your professional achievements ● Pride in the achievements of the school ● Ability to motivate and instil respect and empathy in children ● Ability to forge positive relationships with Children. ● Ability to work in partnership with other team members to ensure effective communication throughout the learning week ● A sense of humour and fun ● Versatility ● Flexibility ● Good time management skills ● Ability to manage stressful situations and strategies to reduce your own stress levels and those of others ● A commitment to your own Continuing Professional Development. ● Ability to motivate and support colleagues to identify their own strengths and areas that need development.
Professional Qualifications & Experience	<ul style="list-style-type: none"> ● Early Years Qualification, minimum level 3 ● Substantial, successful experience of working within an Early Years setting. ● A secure knowledge of child development and early childhood education.
Knowledge and skills	<ul style="list-style-type: none"> ● Ability to identify and model the delivery of high-quality practice and provision in which Pre-School children can thrive. ● Knowledge and understanding of the new Statutory Framework for the EYFS. ● Proven commitment to meeting the needs of the whole child and his/her family, particularly an understanding of the importance of the child’s well-being, personal, social and emotional development. ● Commitment to developing and maintaining the ethos of the setting as a partnership of children, professionals, parents/carers and the community. ● Knowledge and understanding of effective observation and assessment. ● Sound knowledge of current developments and issues in the education and care of Pre-School children, including those who are vulnerable or disadvantaged.

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| | <ul style="list-style-type: none">● Understanding of the importance of appropriate information sharing and confidentiality in supporting children's and families' well-being.● Understanding of relevant policies/codes of practice and awareness of relevant legislation.<ul style="list-style-type: none">● Ability to work in accordance with the national and local Child Protection and Safeguarding policies and procedures.● Evidence of commitment to fostering equality and inclusion in relationships with parents and staff. |
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	<ul style="list-style-type: none"> ● Sound knowledge and understanding of how to identify and meet the needs of more vulnerable children including those with SEND. ● Good, positive behaviour management skills ● Effective use of ICT to support learning ● Experience of working with 2 year olds and provide quality care and support for this age group
Professional Development	<ul style="list-style-type: none"> ● Reflective practitioner: the ability to contribute to evaluating provision and initiate and manage appropriate change. ● Ability to develop wider partnership and support a multi-disciplinary team approach around the child and family to ensure best outcomes. <ul style="list-style-type: none"> ● Ability to learn alongside others ● Willingness to support others to improve
Desirable Criteria	<ul style="list-style-type: none"> ● Up to date paediatric First aid training. ● Specific interest or specialism in special needs or another area of the curriculum