Early Years Practitioner

DEPARTMENT:	Nursery
DEPT PURPOSE:	To deliver an outstanding Early years care and education provision for children aged 0-5 in line with the Early Years Foundation Stage (EYFS) framework, building a sense of community and belonging for the families that we support
REPORTING TO:	Deputy Manager/ Early Years Practice Lead
DIRECT REPORTS:	N/A

PURPOSE OF ROLE:	The Early Years Practitioner will provide high-quality care and learning in line with the Early Years Foundation Stage (EYFS) framework. The role focuses on supporting the learning, development and wellbeing of every child, creating an enabling environment where children feel safe, valued, motivated to learn and able to thrive.
IN PARTICULAR:	1. **Children, families and Inclusion:** Embed a child centred and nurturing approach, embracing and enabling a diverse community. 2. **Safeguarding, wellbeing and enabling environment:** A clear and unwavering commitment to keeping children safe and well at all times. 3. **Ambition, Organisation and development:** Work professionally and collaboratively to realise the high expectations we have for children, families, the Nursery and your own practice

KEY RESPONSIBILITIES	
Children, families and Inclusion	
Key relationships (Children)	Build respectful, secure relationships with children through consistent, responsive care, demonstrating a strong understanding of child development and the importance of childhood.

Key relationships (Families)	Work in partnership with families, ensuring children's individual care and learning needs are met so they can learn and grow.
Teaching and learning	Maintain a secure working knowledge of the EYFS and use effective teaching strategies to plan and deliver high-quality learning opportunities, contributing to the shared curriculum and pedagogical approach, holding high expectations for all children. Ensure that learning is tailored to children's individual interests, needs and stages of development.
Child development	Use the setting's pedagogical methods, including digital tools, to observe, assess and track the development of key children and respond to teachable moments through high-quality interactions.
Inclusive practice	Value and respect the contributions of every child, family member and colleague. Promote inclusive practice that supports all children to achieve, including those with SEND, EAL needs and emotional regulation challenges.
Safeguarding, wellbeing and enabling environments	
Safeguarding of children	Safeguard and promote the welfare of children at all times in line with EYFS statutory requirements and Nursery safeguarding policies and procedures. Recognise, respond to and report concerns regarding a child's welfare or development, following correct procedures and maintaining confidentiality at all times.
Safeguarding responsibilities	Act responsibly to safeguard your own health and wellbeing and that of others, in line with Students' Union and Nursery policies. This includes, maintaining all required statutory training, including Safeguarding, Paediatric First Aid and Food Hygiene.

Physical environment	Create and maintain a safe, clean, stimulating and inclusive indoor and outdoor learning environment, ensuring resources are well organised, appropriate and support purposeful play and learning.
Emotional and cultural environment	Promote a positive, inclusive and emotionally safe environment where children and adults feel valued and supported. Model positive behaviour, emotional co-regulation and contribute to the co-creation of shared expectations.
Ambition, Organisation and Development	
Nursery and the Students' Union	Undertake any reasonable duties required as part of the role, working effectively as part of the early years team, contributing positively to the Nursery's ethos, curriculum and outcomes. Operate in line with wider organisational policies and procedures.
Children and families	Build strong partnerships with parents and carers, sharing information about children's development and supporting continuity between home and nursery as well as signposting families to additional support where appropriate. Advocate for children, valuing their voices and positively influencing their attitudes and behaviours.
Personal development and professional practice	Participate in staff meetings, training and development opportunities to continuously improve practice and knowledge. Promote effective teamwork and communication to support collaborative practice.

PERSON SPECIFICATION

	Experience	Criteria
1	Experience working with children aged 0–5 years in an early years setting, planning, delivering and evaluating learning opportunities in line with the EYFS	Essential
2	Experience of building positive, professional relationships with children and families and using the Key Person system.	Essential
3	Experience of observing, assessing and evaluating learning and teaching, responding to children's individual needs through high-quality interactions, preferably using digital systems	Desirable
4	Experience working with diverse backgrounds and needs including SEND and dual language/EAL	Desirable
	Knowledge and Understanding	
5	Secure knowledge of the **Early Years Foundation Stage (EYFS)** framework and statutory requirements and a good understanding of child development from birth to five years.	Essential
6	Knowledge of safeguarding legislation, policies and procedures and the practitioner's role in protecting children	Essential
7	Awareness of inclusive practice, including supporting children with SEND, EAL and emotional regulation.	Essential
8	Knowledge of current early years pedagogy and best practice	Desirable
9	Understanding of Ofsted expectations within an early years setting.	Desirable

Skills and abilities		
10	Ability to create a warm, nurturing and stimulating environment that supports children's learning and wellbeing.	Essential
11	Strong communication skills, both verbal and written.	Essential
12	Ability to work effectively as part of a team and contribute positively to a shared ethos	Essential
13	Ability to maintain accurate records and respect confidentiality.	Essential
Personal attributes		
14	A genuine passion for working with young children and supporting their development.	Essential
15	A caring, patient and inclusive approach.	Essential
16	Professional, reliable and reflective in practice. Willingness to engage in ongoing professional development	Essential
17	Commitment to safeguarding, equality, diversity and inclusion	Essential
Qualifications		
18	Full and relevant **Level 3 Early Years qualification** (as recognised by the Department for Education).	Essential
19	Paediatric First Aid (level 3) qualification, Universal Safeguarding training and Food Hygiene certificate (or willingness to obtain)	Essential
20	Additional training or qualifications related to SEND, English as an additional language (EAL) or child development.	Desirable