

JOB DESCRIPTION

Date

10.6.2019

Job title:	Early Years Practitioner
Reporting to:	Head Of Early Years
Department/School:	Hendon Preparatory School
Scope:	EYFS
Checks:	DBS, Overseas Checks and Employer References

The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Child Protection Officer/Designated Safeguarding Lead or to the Head or indeed to the Regional CEO so that a referral can be made accordingly to the relevant third party services.

Working With Us

Achieving more than you believed possible – that's what constitutes a quality education. At Cognita it is what we strive for in our schools. We want it for our children, and we want it for the people who work for us.

Since Cognita's launch in 2004, we've built an international network of 67 schools that serve some 30,000 pupils across seven countries in the UK, Europe, Latin America and South-East Asia.

Cognita's international network of schools and regional offices, combined with our ongoing investment in the professional development of our people, means we can offer first-class career opportunities with a global dimension. If you want to take your career further, we want to support you in achieving that goal within Cognita.

Job Summary

- contribute to the monitoring and evaluation of pupils
- be responsible at all times as part of the wider team for high standards of care and education of children between two to four years in accordance with statutory requirements
- ensure the EYFS is promoted and delivered within the setting and the principles adhered to

Key Responsibilities

A Nursery Practitioner must:

1 Set high expectations which inspire, motivate and challenge pupils

- Establish a safe environment for pupils, rooted in mutual respect
- collaboratively produce displays of children's work up to a high standard to create a stimulating learning environment
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- Have knowledge of the relevant curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.

4 Plan and teach well-structured lessons

- To prepare and evaluate lessons that lead to the effective education of the pupils
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and pupils' intellectual curiosity.

5 Adapt teaching to respond to the strengths and needs of all pupils

- Use approaches which enable pupils to be taught effectively
- demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- to make appropriate educational provision for children with SEN and those learning EAL, with support from the SENCo.

6 Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress and plan subsequent lessons
- Give pupils regular oral feedback in line with the school marking policy.

7 Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage groups effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

An Early Years Practitioner is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout the practitioner's career.

- To uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a professional standard
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- supporting fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Adhere to the codes of conduct of the School and of Cognita Schools Ltd.

An Early Years Practitioner must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

An Early Years Practitioner must have an understanding of, and always act within, the statutory framework which set out their professional duties and responsibilities.

Additional duties to teaching commitments:

- Maintain the reputation of the School
- attend staff briefings, training sessions and development programmes as advised by the Head teacher and the Senior Leadership Team.
- undertake any duties which may be reasonably requested by the Head teacher and the Senior Leadership Team.

Principal Working Relationships

Internal: Head of Early Years, Head of Pre-Prep, Deputy Head Academic and Headmaster

External: Parents

Person Specification

Education and Skills:

- EYFS trained - essential

Training and Experience:

- NVQ Level 3 or equivalent – essential
- Good knowledge of EYFS
- Experience of delivering high quality lessons in EYFS of delivering high quality sessions in EYFS
- Ability to create an approach to learning and a commitment to personalised learning in an early years setting

Competencies for the Role:

Role Specific

- Ability to work as part of a team
- Ability to communicate effectively, work flexibly and show initiative
- Ability to encourage children to develop self-discipline, self-esteem, confidence and independence.
- To be a reflective practitioner
- To maintain high standards of care and consistent environments for children
- To ensure all policies, procedures and curriculums are adhered to at all times
- To be motivated and able to motivate children and staff
- The ability to form caring and trusting relationships with both children and families

Values Based Behaviours – the behaviours associated with our company

Remuneration

- Competitive salary
- Staff development and continued CPD
- Contributory pension scheme
- School fee discount
- Professional development
- Lunch is provided

Signed: Date:

Name (Print):