



Job title	Early Years Practitioner (EYP)	Job family and level	Childcare Services Level 1
School/ Department	Childcare Services, Campus Life	Location	Childcare Services

Purpose of role

Working as a member of a team to provide high quality care and education to children using our services acting as keyworker to a named group of children. Working Monday to Friday, total 39 hours per week.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	Key Person – ensuring each child is settled, secure, happy and making excellent progress in their development <ul style="list-style-type: none">▪ Providing an emotionally secure environment and supporting children through transitions▪ Establishing a positive relationship with child and carers▪ Undertaking the full planning cycle including observation, assessment, planning, review▪ Communication with parent/carers and other professionals as appropriate	30%
2	Providing high quality curriculum <ul style="list-style-type: none">▪ Preparation, implementation, review of activities on 1-1, small/large group basis, indoors and outdoors▪ Provide sufficient challenge for children and opportunities for learning through action, active problem solving, thinking critically, practicing and rehearsing of skills and emerging capabilities▪ Use of higher order skills to promote and extend children's learning▪ To contribute to continuous provision planning and implementation	30%
3	Provide a safe, healthy and hygienic environment that promotes the well-being of children <ul style="list-style-type: none">▪ Provide for children's individual care needs, contributing to individual medical plans (IMPs)▪ safeguarding & acting upon any child protection or welfare concerns▪ To follow Childcare Services policies and procedures (e.g., medication, accidents, PPE)▪ To keep children safe including supervision, risk assessments, assisting children▪ Care and control of the environment, equipment, fabrics and furnishings & domestic duties	15%

4	To be a reflective practitioner and effective team member <ul style="list-style-type: none"> ▪ To participate in appraisal/review/supervision, peer/individual/unit observations ▪ To collaborate with other team members to support all children to achieve their potential including considerations for how the team supports SEND and EAL ▪ Attend and contribute to team meetings & staff meetings ▪ To participate in and contribute to staff development activities, external training activities, in-situ activities, and to lead on specific areas of practice according to individual development plan ▪ To provide on the job support and guidance to students & volunteers & new team members 	15%
5	Other duties <ul style="list-style-type: none"> ▪ To undertake other duties relevant to this post 	10%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Observation, assessment, planning, review, tracking children and their development/progress ▪ Providing high quality play and learning experiences for children ▪ Skills to engage and challenge children, scaffold their learning and promote development ▪ Effective communicator, orally & in writing ▪ Confident, approachable, caring and committed to high quality of care & education for children ▪ Managing children's behaviour positively ▪ Reflective practitioner 	<ul style="list-style-type: none"> ▪ Developing risk assessments ▪ Using digital based assessment & tracking tools
Knowledge and experience	<ul style="list-style-type: none"> ▪ Comprehensive knowledge of areas of learning, early learning goals & characteristics of effective learning ▪ Experience in conducting the planning cycle including development of individual plans for children ▪ Experience of providing & maintaining a safe environment for children including safeguarding ▪ Provision of high quality play and learning experience for children 	<ul style="list-style-type: none"> ▪ Experience of being a key person ▪ Experience of working in a group childcare setting ▪ Experience of working in a team ▪ Experience in working with children who have English as an additional language ▪ Experience of working with International parents ▪ Experience of working with children who have SEND (special educational needs and / or disability)
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ Full and relevant level 3 early years qualification. Please note your graduate qualification or level 3 qualification must be recognised as full and relevant for working in early years and be on the DfE early years qualification checker database 	<ul style="list-style-type: none"> ▪ Graduate in the field of early years, such as EYTS, EYPS ▪ Hold current paediatric first aid certificate ▪ Food hygiene L2 ▪ Health and safety L2 ▪ Trained in safeguarding ▪ Other relevant training
Statutory, legal or special requirements	<ul style="list-style-type: none"> ▪ Enhanced DBS & list checks ▪ Verification of qualifications ▪ Health & suitability declaration ▪ Subject to 6-month probation period ▪ 2 references, one must be last employer / trainer 	



Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

Valuing people	Is open and welcoming of others, approachable and respectful. Considers the wider point of view and delivers appropriate support and guidance to colleagues.
Taking ownership	Shows initiative and takes responsibility for own actions. Offers clarity and tactful support to colleagues to aid decisions and actions.
Forward thinking	Demonstrates the ability to learn, and enjoys the opportunity to develop. Likes to share and implement new ideas and improvements in their area of work. Seeks feedback from others.
Professional pride	Is self-appraising, seeking feedback from others and acts as a great role-model at all times. Keen to deliver the job well and be an effective member of the team.
Always inclusive	Is sensitive to the needs of others and understands every person is important, right across the organisation, irrespective of level, culture, disability or any other characteristic.

Key relationships with others

