



Job title	Early Years Practitioner (EYP)	Job family and level	CCS Level 1
School/ Department	Campus and Commercial Services	Location	Day Nursery, University Park

Purpose of role

The Early Years Practitioner plays a key role in creating a safe, nurturing, inclusive and inspiring environment where every child can thrive. Working within the Early Years Foundation Stage Framework, you will provide high-quality care and learning experiences, build positive relationships with children and families. You will work collaboratively with families and colleagues to support child's development, wellbeing and individual potential.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	Key person responsibilities ▪ Providing an emotionally secure environment for children to thrive, promoting their individual needs and interests. ▪ Ensuring positive relationships are developed with the children and their families, maintaining excellent standards of communication at all times. ▪ Monitor and assess child's progress, identifying needs and seek support where required. ▪ Maintain accurate observations, progress records and transition reports ▪ Identify development gaps early and work with colleagues and families to support positive outcome.	35%
2	Quality of Education and Care ▪ Create an inclusive, engaging learning environment that values every child's individuality. ▪ Plan and deliver stimulating learning experiences that encourages curiosity, creativity, problem solving and critical thinking. ▪ Support children to learn through play, following their interests and developmental needs. ▪ Providing a stimulating varied environment, both indoors and outdoors, to capture emerging capabilities, skills and interests.	35%
3	Safeguarding and Health and Safety ▪ Provide for children's individual care needs, contributing to individual medical plans (IMPs), child's welfare needs, adhering to any allergy or medication needs.	15%

	▪ Follow safeguarding and child protection procedures at all times. ▪ Maintain high standards of health, safety, hygiene and supervision. ▪ Complete all required records accurately and in a timely manner. ▪ Follow nursery policies and procedures to ensure a safe environment for children, families and colleagues.	
4	Staff development ▪ Participation in supervisions and appraisals, unit observations, attendance at training days and team meetings. ▪ Complete mandatory training and participate in continuous professional development.	15%

Person specification

	Essential	Desirable
Skills	▪ Able to communicate effectively with children, families, colleagues using a range of communication methods. ▪ Ability to build positive relationships, demonstrate empathy and professionalism when engaging with children and their families. ▪ Ability to work collaboratively as part of a team. ▪ Ability to reflect on own practice and continuously improve. ▪ Ability to observe, assess, plan and evaluate children's learning and development. ▪ Providing high quality play and learning experiences for children. ▪ Able to fulfil the practical role, with reasonable adjustments considered in accordance with equality legislation.	▪ Using digital based assessment & tracking tools to monitor children's development against the Early Years Foundation Stage framework.
Knowledge and experience	▪ Demonstrate knowledge of the Early Years statutory framework. ▪ Experience of providing & maintaining a safe environment for children including safeguarding. ▪ Experience of planning and delivering high-quality play and learning experiences.	▪ Experience of being a key person in a setting with a group of children. ▪ Experience in working with children who have English as an additional language. ▪ Experience of working with children with special educational needs and/or disabilities (SEND).
Qualifications, certification and training (relevant to role)	A full and relevant Level 3 Early Years qualification recognised by the Department for Education (DfE).	
Statutory, legal or special requirements	▪ Enhanced DBS & list checks	



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

