

Banks St Stephen's CE School**Role Profile – Operational Context Form**

Post title: Early Years Practitioner Level 3					
Grade:	Grade 6	Staff responsibility:	No	Essential Car user:	NA

Scope of role:

We are seeking a passionate, experienced and highly motivated EYFS Level 3 Practitioner to lead our newly developed 2-year-old provision within our successful Church of England primary school. This purpose-built unit will provide high-quality care and early learning for up to 10 two-year-old children and form a vital part of our wider early years offering.

Within this role, you will be expected to work closely with the Early Years Lead and be the first point of contact for parents and carers. You will be responsible for planning and delivering a nurturing, stimulating and secure learning environment that supports the individual needs of each child. You will oversee the daily running of the unit and ensure the highest standards of safeguarding, care and early education.

Main Purpose of the Role:

To lead the 2-year-old provision and ensure the delivery of high-quality early years education and care, in line with the EYFS statutory framework. You will be responsible for the planning, organisation, working in partnership with staff, families and the wider school team to support every child's development, wellbeing and school readiness.

Roles and Responsibilities

Leadership and Teamwork

- Take the lead role in the daily running of the 2-year-old unit, ensuring a safe, happy and well-organised environment.
- Supervise and support other practitioners within the unit, ensuring a collaborative and professional working culture.
- Act as the first point of contact for parents and carers, building positive relationships and providing daily updates and developmental feedback.
- Work closely with the Early Years Lead and wider school team to align planning and practice with the whole school's ethos and goals.

Planning and Delivery

- Plan, prepare and implement stimulating, developmentally appropriate learning experiences, in line with the Early Years Foundation Stage (EYFS).
- Use observations and assessments to inform next steps and ensure children are making progress in all areas of development.
- Create and maintain an inclusive environment that supports all children, including those with SEND and EAL needs.
- Contribute to and support the implementation of individual education/care plans, where applicable.

Safeguarding and Wellbeing

- Maintain a secure, clean and safe learning environment for all children at all times.
- Follow the school's safeguarding and child protection policies rigorously and report concerns in line with procedures.
- Administer basic first aid as required and ensure care practices meet health and hygiene standards.
- Promote children's emotional wellbeing and positive behaviour through nurturing, responsive interactions.

Parental Engagement

- Build effective partnerships with parents/carers through regular communication, meetings and shared learning journeys.
- Support and guide families on child development, early learning and transitions into the next phase of education.

Professional Development and Administration

- Maintain accurate and up-to-date records including observations, assessments and attendance.

- Contribute to school self-evaluation and improvement planning, particularly within the early years provision.
- Stay updated with current research, statutory guidance and best practices within early years education.

Prepared by:	Mr G Allen- Headteacher	Date:	15.6.25
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Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

Person Specification

Post Title - EYFS Practitioner - Level 3

Requirements	Essential (E) or Desirable (D)	To be identified by: Application form (A), interview (I), reference (R)
Qualifications NVQ level 3 or above qualification (or equivalent) - in exceptional circumstances, where local circumstances dictate, qualifications may be viewed as desirable Level 2 or equivalent qualification in English/Literacy and Mathematics/Numeracy	E D	A A
Experience Experience of working with young children Experience of working in an EYFS setting Experience of leading an EYFS provision and other staff Experience of Administrative work	E E D D D/E	A, I A, I A, I A, I
Knowledge/skills/abilities Ability to relate well to children Ability to work as part of a team Good communication skills Ability to relate well to parents/carers Ability to supervise and assist pupils Time management skills Organisational skills Knowledge of classroom roles and responsibilities Knowledge of the concept of confidentiality First Aid/Paediatric First Aid Certificate Administrative skills Knowledge of Early Years Foundation Stage Knowledge of strategies, for example numeracy and literacy Ability to make effective use of ICT Ability to assess children's development Ability to plan and deliver work programmes Flexible attitude to work	E E E E E D E E D E E E E E E E E E E	A, I A, I A, I A, I A, I A, I A, I A, I A A, I A, I A, I A, I A, I A, I A, I A, I A, I
Other Commitment to undertake in –service development Commitment to safeguarding and protecting the welfare of children and young people Satisfactory attendance record/commitment to regular attendance at work	E E E	A A, I R

Note: We will always consider your references before confirming a job offer in writing

Date created: 15/06/2025