



## **Ducklings Day Care Early Years Practitioner Childcare and Early Years Provision Job Description**

<b>Job Title:</b>	Temporary Ducklings Day Care Early Years Practitioner
<b>Reporting to:</b>	Head Teacher / Early Years Lead
<b>Salary:</b>	Grade 3 £ 18,562 pro rata
<b>Hours:</b>	23 per week

### **Job Description**

Early Years Practitioner based across EYFS.

Support staff play an important role in Ducklings Day Care. They care for children and help maintain a high-quality, stimulating learning environment. They are creative and reflective practitioners who implement new ideas and use a range of strategies to continually improve practice and support the management team

The post holder will:

- Support within the 0 – 4 setting (as and when required)
- Promote excellent practice at all times, working in partnership with the Head Teacher, Early Years Leader and Ducklings staff.
- Support high quality practice across the Early Years Foundation Stage (EYFS).
- Support practitioners in the skills and behaviours which safeguard and promote good outcomes for all children.

### **KEY DUTIES/RESPONSIBILITIES**

The post holder must be capable of working on his/her own initiative, sometimes to strict deadlines, whilst maintaining a high level of confidentiality and discretion at all times.

- Support the planning and delivery of high-quality provision across the setting.
- Demonstrate and hold high expectations of all children and to demonstrate commitment to ensuring that they can achieve their full potential.
- Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn.
- Promote the use of informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision.
- Plan and provide safe, appropriate, child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn.
- Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion.
- Actively support the development of children's language and communication skills.

- Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills.
- Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting.
- Establish and maintain a safe environment and employ practices that promote children's health, safety, physical, and emotional well-being.
- Encourage all practitioners to recognise when a child is in danger or at risk of harm and know how to act to protect them.
- Support the process of effective assessment, recording and reporting on progress in children's development and learning and use this as a basis for differentiating provision.
- Attend training as requested by the Head Teacher or EYFS Lead.

### **Relationships**

- To ensure that all practitioners establish fair, respectful, trusting, supportive and constructive relationships with children, communicating sensitively and effectively with children from birth to the end of the foundation stage.
- Encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views.
- Help promote and demonstrate the positive values, attitudes and behaviour which the setting expects from the children.
- **This list of duties is not intended to be exhaustive, but indicates the main areas of work and may be subject to change after consultation with the post holder to meet the changing needs of the service.**