**MOORGATE PRIMARY SCHOOL**

#### JOB DESCRIPTION

|  |  |
| --- | --- |
| **Department** | Education & culture |
| **Job Title** | Early Years Worker |
| **Grade** | GRADE C ScP 3-6 (Pro RATA) |
| **Primary Purpose of the Job** | To work with and supervise individuals and groups of children under the direction/instruction of senior management staff, inclusive of specific individual learning needs, enabling access to learning for all children and assistance and support for behaviour. |
| **Responsible to** | Head Teacher |
| **Responsible for** | n/a |
| **Principal Responsibilities** | Provide support for the children, and learning in school |

|  |
| --- |
| **MAIN DUTIES** |
| 1. | **Support for the Child** |
|  | Establish good working relationships with children, acting as a role model |
|  | Be aware of and respond appropriately to individual children’s needs ensuring effective interaction |
|  | Promote inclusion and acceptance of all children |
|  | Encourage children to interact with others and engage in activities |
|  | Promote self-esteem and independence |
|  |  |
| 2 | **Support for learning** |
|  | Report children’s achievements, progress and issues as appropriate in agreed format |
|  | Undertake record keeping and assessment for children |
|  | Promote positive behaviour, supporting children to understand and manage their feelingsManage pupil behaviour in line with school policy and ensure reports are made in agreed school format |
|  | Establish constructive relationships with parents/carers.Celebrate children’s achievements and support them to see themselves reflected in the setting through displaysPrepare Classroom as directed for lessons and clear afterwardsProvide minimal clerical/administration support (e.g. photocopying, typing, filing, collecting money etc) |
| 3 | **Support for the curriculum**To support children in activities/learning programmes, taking into account children’s learning and age and stage of development under the direction of the line manager. |
|  | Prepare, maintain and use equipment/resources required to offer a stimulating and challenging learning environment. |
| 4 | **Support for the school** |
|  | Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned) |
|  |  |
|  | Contribute to the school ethos, aims and development/improvement plans |
|  | Appreciate and support the role of other professionals |
|  | Attend relevant meetings as required |
|  | Participate in training and other learning activities as required |
|  | Assist with the supervision of children out of session time, including before and after school if appropriate and within working hours |
|  | Accompany teaching staff and children on visits, trips and out of school activities as required |
|  | **Customer Care -** To provide quality services which our school community wants and needs. To foster and develop relationships on trust and respect, whereby stakeholders can confidently express opinions and ideas. To work with our community and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered. |
|  | **Develop oneself and others** - To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your appraisal. To be ready to share learning with others |
|  | **Valuing Diversity** -To accept everyone has a right to his or her distinct identity. To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan. |

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

|  |  |
| --- | --- |
| **Date Job Description prepared/updated** | June 2013 |
| **Job Description prepared by** | Debra Hopwood (Head Teacher) |

**MOORGATE PRIMARY SCHOOL**

**PERSON SPECIFICATION**

|  |  |
| --- | --- |
| **Department** | Education & culture |
| **Job Title** | Early years workeR, Grade 3 |

|  |  |
| --- | --- |
| **STAGE ONE** | Disabled Candidates are guaranteed an interview if they meet the essential criteria |

|  |  |
| --- | --- |
| **MINIMUM ESSENTIAL REQUIREMENTS** | **METHOD OF ASSESSMENT** |
| **1. Skills and Knowledge** |
| 1.1 | Ability to work effectively within a team environment, understanding classroom roles and responsibilities | Application Form/Interview |
| 1.2 | Ability to build effective working relationships with all children and colleagues | Application Form/Interview |
| 1.3 | Ability to promote a positive ethos and role model positive attributes | Application Form/Interview |
| 1.4 | Good personal literacy and numeracy and ICT skills | Application Form |
| 1.5 | General understanding of school curriculum and other basic learning programmes/techniques (within specified age range/subject area) | Application Form/Interview |
| 1.6 | General awareness of inclusion, especially within a school setting | Interview |
| 1.7 | Effective use of ICT to support learning | Application Form/Interview |
| 1.8 | **Customer Care -** Listen and respond to members of the school community, seek out innovative ways of consultation Network with others to develop services for the benefit of the service users. | Application Form/Interview |
| 1.9 | Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes, which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage. | Application Form/Interview |
| 1.10 | **Developing Self and Others** - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others’ learning and share learning with others | Application Form/Interview |

|  |
| --- |
| **2. Experience/Qualifications/Training etc.** |
| 2.1 | NVQ2 or equivalent. | Application Form |
| 2.2 | At least 1 years’ experience of working with young children in a learning/caring environment. | Application Form |
| 2.3 | Willingness to participate in relevant training and development opportunities | Application Form/Interview |

|  |
| --- |
| **3. Work Related Circumstances – Professional Values & Practices** |
| 3.1 | High expectations of all children; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | Application Form & Interview |
| 3.2 | Ability to build and maintain successful relationships with children, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | Application Form & Interview |
| 3.3 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the children with whom they work | Application Form & Interview |
| 3.4 | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | Application Form & Interview |
| 3.5 | Able to liaise sensitively and effectively with parents and carers recognising their role in children learning | Application Form & Interview |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues. | Application Form & Interview |
|  |  |  |

|  |
| --- |
| Note to Applicants**: Please try to show in your application form, how best you meet these requirements** |

|  |  |
| --- | --- |
| **Date Person Specification prepared/updated** | June 2013 |
| **Person Specification prepared by** | Debra Hopwood (Head Teacher) |