Millfield Primary School

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

JOB DESCRIPTION
&
PERSON SPECIFICATION

EYFS Practitioner Level 3

Grade:	Grade 1B
Responsible to:	EYFS Lead / Assistant Head Teacher / Headteacher
Direct Reports:	
Indirect Reports:	
Job Description Issue Date:	2026
Postholder Name:	
Postholder Signature:	

Purpose of the Role

- To support the Nursery Lead Practitioner / EYFS Lead, with guidance from the AHT, to facilitate the active participation of children in the academic and social activities of the school.
- Contribute to raising standards of achievement for all pupils through quality first provision.
- To be highly ambitious for our children, our families and our setting and to communicate this through actions and words.
- To promote and support the raising of the quality of early years provision, including physical, emotional, social and intellectual education and care for children in the setting.

General Responsibilities

- Be familiar with and support the Trust and school's Vision, Values and Goals;
- Be aware of and comply with relevant policies and procedures, including those relating to safeguarding, behaviour, SEND, health and safety, confidentiality and data protection;
- Embrace and celebrate diversity, ensuring equal opportunities for all;
- Contribute to the overall aims of the Trust and school;
- Behave in a professional manner at all times demonstrating mutual respect, good manners, politeness and common courtesies for all members of our community. We expect employees to behave in a manner that role models positive behaviours for our students;
- Ensure own continuous professional development, seeking active opportunities for innovative and effective practice; and
- Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

Specific Responsibilities

- Maintain a good understanding of expectations within the EYFS framework and KS1 National Curriculum.
- Keep up-to-date with current legislation, guidance and practice.
- Support the school curriculum, including EYFS and KS1 National Curriculum requirements for English and Maths. Implement planned activities and provision that support the development of the prime areas of learning including Personal, Social and Emotional Development, Communication and Language and Physical Development.

- To have high expectations of all children and their abilities to achieve their full potential with regard to setting targets that are stretching yet within reach.
- To promote excellent practice in EYFS/KS1 at all times, leading by example and actively working in sessions alongside children and staff.
- To support other practitioners in the skills and behaviours that promote good outcomes for children.
- Contribute to the planning and evaluation of work programmes and interventions for individual pupils and groups.
- Monitor and track progress and provide feedback to assist in developing targets.
- Supervise and support pupils within the learning environment/classroom to meet individual needs, promote independence, inclusion, acceptance and equality of access to learning opportunities.
- To establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure, and are able to develop and learn, in line with the principles outlined in Development Matters and the National Curriculum.
- Promote and model positive interactions with children to build positive relationships with all children to understand their interests and identify next steps in development.

Key Relationships (Internal and External)

- Liaise with Nursery Lead and practitioner
- Liaise with and attend team meetings with AHT/SENDCo/Safeguarding Team as requested.

Notes

- This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of TEFAT. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed;
- The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment; and
- Recruitment and induction practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Barred list and enhanced Disclosure and Barring Service (DBS) check.

Person Specification - EYFS Practitioner Level 3

	Essential	Desirable
Education and Qualifications		
Qualified to Level 3 Early Years Professional Status.	☑️	
English and Numeracy qualification GCSE Grade C or equivalent or above		☑️
Significant knowledge of, and practice of planning, implementing or delivering Early Years Foundation Stage		☑️
Qualifications in Health and Safety/Food Hygiene/SENCo		☑️
Knowledge and Experience		
Commitment to and understanding of the importance of inclusion underpinning all aspects of working life	☑️	
Commitment to the provision of high quality childcare with an interest in the care, learning and development of young children, including those children and their families with additional needs	☑️	
Knowledge of the National Standards for the regulation of childcare provision	☑️	
Good overall understanding and appreciation of issues relating to safeguarding and promoting the welfare of children	☑️	
Good working knowledge of current legislation and monitoring requirements under the EYFS and current Ofsted statutory guidance	☑️	
Paediatric First Aid certificate or willingness to undertake training		☑️
Proven administrative experience, including handling confidential staff and child records		☑️
Professional Skills		
Always approachable and receptive and responds appropriately, adapts communication style to suit a variety of different audiences	☑️	
Excellent interpersonal skills to work productively with pupils, colleagues, parents and outside agencies.	☑️	
Ability to plan and provide a variety of stimulating activities and learning experiences suitable to the age and development of the children.	☑️	
Actively promotes diversity and inclusion with children, parents/carers and colleagues	☑️	

Flexible and open to new ways of doing things, recognises when help is needed and offers support, empowers other members of the team.	☑️	
Ability to lead and monitor staff development and identify training needs		☑️
Personal Qualities		
Flexible and adaptable approach		☑️
Punctuality, patience, reliability and trustworthiness	☑️	
Professional approach to all aspects of work	☑️	
Resilience and ability to react calmly to challenging situations	☑️	
Strong value of teamwork with the ability to support and contribute to the ethos and Values of the Trust	☑️	