

Role title: Early Years Practitioner

Reporting to: Class Teacher

Role outline and responsibilities

To work within the classroom and provision to support the delivery of a nurturing, structured and therapeutic early years and primary learning environment, enabling learners with SEN (including SEMH and complex needs) to access learning and make progress.

To work under the guidance of teaching staff to deliver targeted learning, social communication and emotional regulation support, both within and outside of the classroom, removing barriers to learning.

To support the development of early learning skills, including communication, social interaction, emotional regulation and independence, through play-based and structured approaches aligned to individual needs.

To liaise with teaching staff, support staff and external professionals to implement personalised strategies that support engagement, behaviour and developmental progress.

To act as a Key Adult for identified learners, promoting attendance, engagement and wellbeing, and supporting communication with families and external agencies where required.

Responsibilities

- Support learners in accessing learning through structured play, targeted interventions and differentiated activities appropriate to developmental stage.
- Work within the overall strategy and guidelines of the academy, supporting consistent routines, expectations and positive behaviour approaches across the provision.
- Implement engaging and therapeutic approaches to support early development, including communication, sensory regulation and social interaction.
- Support learners with communication needs, including the use of visual supports, routines and alternative communication methods where appropriate.
- Promote and support the development of self-regulation, resilience and early independence skills.
- Build positive, trusting relationships with learners to support engagement, safety and emotional wellbeing.
- Work collaboratively with teaching staff to plan, deliver and review personalised learning and support strategies.
- Act as a positive role model, supporting learners to develop appropriate social behaviours and interactions.
- Support transitions within the school day and into/out of provision to ensure consistency and reduce anxiety.
- Work in partnership with parents/carers to support continuity between home and school, offering guidance and feedback where appropriate.
- Contribute to meetings, reviews and reports, providing relevant observations and evidence of learner progress.
- Uphold the Pivot ethos and policies, particularly in relation to safeguarding, behaviour and inclusion.
- Maintain accurate records of learner progress, behaviour and interventions using academy systems.
- Support learners who may become dysregulated, including the use of agreed de-escalation strategies and, where required, positive handling in line with Pivot policies.
- Promote and actively support mental health and wellbeing for learners, colleagues and self.
- Treat all learners with dignity, always maintaining professional boundaries and safeguarding responsibilities.
- Carry out any other duties as requested by your manager.

Administration

- Maintain accurate and up to date learner records, including observations and developmental progress
- Monitor behaviour, engagement and communication development in line with agreed targets
- Support the implementation and review of individual learning and support plans
- Ensure all safeguarding and behaviour records are completed in line with academy policy

Person specification

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Attributes	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • Level 3 Early Years / Teaching Assistant qualification. • Experience working with young children (EYFS/KS1/KS2) • Experience supporting children with SEND, particularly SEMH, ASD or communication needs • GCSE English and Maths Grade C/4 or above 	<ul style="list-style-type: none"> • Experience in a specialist SEN or alternative provision
Knowledge and understanding	<ul style="list-style-type: none"> • Understanding of child development and early learning frameworks • Basic understanding of safeguarding procedures • Awareness of behaviour support and emotional regulation needs 	<ul style="list-style-type: none"> • Knowledge of trauma-informed practice • Understanding of sensory and communication needs (e.g. ASD)
Skills and abilities	<ul style="list-style-type: none"> • Ability to build positive relationships with young learners • Strong communication skills (verbal and non-verbal) • Ability to support children with additional behavioural and emotional needs • Good organisation and record-keeping skills • Ability to work flexibly and as part of a team 	<ul style="list-style-type: none"> • Experience using visual communication tools or intervention strategies
Personal qualities	<ul style="list-style-type: none"> • Commitment to safeguarding and inclusive education • Patience, empathy and resilience • Adaptability and a nurturing approach • Reliability and integrity • Willingness to learn and develop professionally 	<ul style="list-style-type: none"> • High aspirations for all learners • Passion for SEN and alternative education