

## Play Pedagogy Practitioner

Reference No.	A5036	Type	Individual
Service	Education		
Job Family	Para Professional	Grade	FC5

### Purpose

Under the leadership and direction of the Headteacher and senior leadership team, working alongside classroom teachers as a member of a team, supporting the delivery of a broad and balanced early level curriculum with a focus on play pedagogy that enables each child to achieve their potential. To contribute to the creation of a positive early learning ethos within the early stages of the primary school which develops children's self-esteem and personal identity in a climate of trust and praise. To work with parents and carers to promote the welfare and development of every child.

**Task or Responsibility** - For this role, there is an expectation that all, or a combination, of the following will be undertaken:

### Interaction & Communication:

Interacting effectively and enthusiastically with children, motivating and engaging them in learning activities appropriate to their needs.

Supporting children's participation in learning experiences through questioning techniques, effective feedback and well-timed interventions.

**Person Specification: Skills, Knowledge, Qualifications or Experience** - Criteria can apply to more than one task or responsibility

**E**

**D**

Educated to SCQF level 7 or above, which includes HNC or equivalent, e.g. Early Years Education and Childcare or HNC Childhood Practice or SVQ3 Social Services Children and Young People or SNNEB<sub>1</sub> or a relevant primary teaching qualification at SCQF Level 9

✓

Experience in delivering child-centred play pedagogy

✓

## Role Profile

<b>Task or Responsibility</b> - For this role, there is an expectation that all, or a combination, of the following will be undertaken:	<b>Person Specification: Skills, Knowledge, Qualifications or Experience</b> - Criteria can apply to more than one task or responsibility	<b>E</b>	<b>D</b>
<p>Using digital technology to enhance and support learning experiences.</p> <p>Establishing positive working relationships with other staff, parents, carers and children.</p> <p>Liaising with staff working at other stages in Education or in other locations and services, to promote continuity for children at points of transition.</p> <p>Working with staff both within and beyond the establishment and to promote the development of children and their families.</p>			
<p><b>Assessment &amp; Observation:</b></p> <p>Observing and assessing children and recording of their progress.</p> <p>Sharing observations and contributing to discussions about each individual child's progress.</p> <p>Supporting the achievement of appropriate learning outcomes for each child including planning and recording activities for individual children to extend their learning experience.</p> <p>Recording and reporting on concerns regularly, contributing to children's personal plans or other files, where appropriate</p>	<p>Experience of working with parents and supporting or leading information sharing sessions on a range of topics/issues</p>		✓
<p><b>Meaningful Experiences (Curriculum &amp; Planning):</b></p> <p>Contributing to a wide range of learning activities (adult directed, adult initiated &amp; child initiated), and the achievement of appropriate learning outcomes.</p>	<p>Experience of working with children 3 to 5 years of age</p>		✓

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<p>Contributing effectively to the delivery of the curriculum at the early stages of the primary school, which reflect the benchmarks across the curriculum.</p> <p>Using a range of strategies to support children to become leaders of their own learning and have greater confidence.</p>			
<p><b>Interesting Spaces (Learning Environment):</b></p> <p>Promoting literacy and numeracy rich learning environments.</p> <p>Planning and promoting a range of play contexts in the learning environment.</p> <p>Promoting equality and awareness of cultural diversity, ensuring that every child experiences a fair and friendly environment.</p> <p>Preparing, monitoring and maintaining resources to provide a safe, stimulating learning environment on a day-to-day basis</p>	<p>Experience of working with children in the early stages of primary school</p>		✓
<p><b>Self-Evaluation:</b></p> <p>Contributing to team meetings alongside class teachers and to the evaluation of the work of the setting.</p> <p>Evaluating progress against identified priorities (including regular planning) and participating in activities which support evaluation of the establishment's work.</p>	<p>Experience of writing reports and children's records</p>	✓	

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Promoting parental participation and effective partnerships with parents and the community.	Knowledge of Curriculum for Excellence Knowledge of Realising the Ambition	✓	
Promoting and valuing each child and supporting their welfare, including their personal, social and emotional wellbeing.	Evidence of additional learning or qualifications in Early Years Childcare and Education e.g., Professional Development Award (PDA), BA in Childhood Studies		✓
Contributing to the support and training of students, parent helpers and volunteers and provide basic advice and support to pupil support assistants, as required.	ICT skills (Embrace technology and information)	✓	
The main duties and responsibilities of the post includes the individual's responsibility for promoting and safeguarding the welfare of people s/he will be providing support or care for or comes into contact with.	Experience of working with vulnerable children and families	✓	
	Knowledge of Getting it Right for Every Child (GIRFEC)	✓	
	Ability to provide an effective service	✓	
	Knowledge of How Good is Our School (HGIOS) and improvement methodology		✓
	Communication skills	✓	
	Initiative taking skills	✓	
	Experience of working without supervision		✓
	Team working skills	✓	
	Experience of establishing learning areas in the playroom/classroom		✓
	Experience of identifying appropriate resources to support and extend learning		✓
	Listening and de-escalation skills		✓
	Numeracy skills	✓	

E = Essential Criteria   D = Desirable Criteria

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<b>Additional tasks or responsibilities</b> – this is a generic role, however this particular job may also require you to undertake the following:			
<b>Task or Responsibility</b> - For this role, there is an expectation that all, or a combination, of the following will be undertaken:	<b>Person Specification: Skills, Knowledge, Qualifications or Experience</b> - Criteria can apply to more than one task or responsibility	<b>E</b>	<b>D</b>
<b>Job Title (Specialists Tasks)</b>			

<b>Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required</b>	
<b>Before confirming appointment:</b> You may be required to obtain PVG scheme membership or a Disclosure check. Please refer to the job advert for clarification of the specific requirement.	
<b>Additional Information</b> – the following information is available:	<b>Expected Behaviours</b>
<ul style="list-style-type: none"> <li>Skills Framework (if applicable)</li> <li><b>How</b> we work matters</li> </ul>	<p>Every council employee is expected to lead the way by making decisions and behaving in ways that uphold our community commitments and values.</p> <p>Please refer to How We Work Matters Guidance to learn more.</p>