CHELTENHAM
PREP SCHOOL

# Early Years Foundation Stage
# Key Worker Job Description

## The Role

The Key Worker will be responsible to the Head of Pre-Prep for the provision of a variety of activities for a group of children in the Nursery School, whilst maintaining the care and safety of our youngest learners.

The successful candidate will be a superb communicator and team player. They will be good organisers with the ability to prioritise workloads. They will bring joy and laughter into the Nursery School and happily work together as part of our brilliant team.

## The School

Cheltenham College consists of two inter-dependent fee-paying schools within a single executive structure.

The Prep is a fully co-educational day and boarding school for approximately 400 pupils between the ages of 3 and 13. The school is made up of Pre-Prep [3 – 7], Lower School [7-9], Middle School [9-11] and Upper School [11-13].

College [13-18], founded in 1841, is the oldest of the Victorian public schools and is predominantly a boarding school of some 720 pupils and aiming to become 750 pupils within the next few years. College includes a Sixth Form of approximately 300 pupils.

The schools are situated in their own spacious grounds near the centre of Cheltenham, a flourishing Cotswold town.

## Pre-Prep

The Pre-Prep is very much part of The Prep, occupying self-contained buildings at the heart of the school campus. Staffed by specialist Key Stage 1 and Early Years teachers, the aim is to provide a stimulating and happy environment in which children can develop intellectually and socially to reach their potential.

## Job Description -Key Responsibilities:

**General Duties**

- Plan and provide effective care, teaching and learning for children from 2 years 8 months to 4 years of age, that enables them to progress and prepares them for school.
- Support and promote children's early education and development in the EYFS.

- Make accurate and productive use of assessment for children in the EYFS.
- Work in partnership with the Head of Nursery, the Head of Early Years and other staff members, parents, and other professionals to support the development of children within the EYFS.

**Promoting children's early education and development**

- Use the expected patterns of children's development from birth to five years old to promote children's early education and development.
- Plan a range of activities for children according to their different stages of development and individual circumstances.
- Apply a range of underpinning theories and philosophical approaches to how children learn and develop, to influence your practice.
- Understand the significance of attachment and ensure this is thoroughly promoted throughout your practice.
- Promote diversity, equality and inclusion, fully reflecting cultural differences and family circumstances in your practice.
- Use your knowledge of the early education curriculum, systematic synthetic phonics and other teaching strategies to teach reading, early literacy and maths.

**Providing effective care, teaching, and learning**

- Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of the early education curriculum.
- Provide valuable learning experiences, environments and opportunities that are appropriate to the age, stage and needs of individual and groups of children.
- Encourage children's participation in activities, managing a balance between adult-led and child-initiated tasks.
- Engage in effective strategies to develop and extend children's learning and thinking, including sustained and shared thinking.
- Support and promote children's speech, language, and communication development.
- Support children's group learning and 2ocialization.
- Model and promote positive behaviours expected of children, and support children to manage their own behaviour in relation to others.
- Understand when a child needs additional support and provide activities that meet these additional needs.
- Liaise closely with parents and other professionals to support children with additional needs.

**Making accurate and productive use of assessment**

- Apply a range of assessment techniques to assess children using the early education curriculum framework.
- Carry out and record observational assessment accurately, reporting findings to the Head of Nursery School, Head of Early Years and Head of Pre-Prep.
- Identify the needs, interests and stages of development of individual children.
- Use formative and summative assessment to track children's progress with the Head of Nursery School, Head of Early Years and Head of Pre-Prep to plan next steps and shape learning opportunities.
- Discuss children's progress to plan next stages in their learning with the parents and any other relevant professionals.

**Promoting the health, safety and welfare of children**

- Act in accordance with legal requirements and guidance on health and safety, security, confidentiality of information, always safeguarding and promoting the welfare of children.
- Plan and carry out physical care routines suitable to the age, stage and needs of the child.
- Always promote health and wellbeing throughout your practice and any activities.
- Act in accordance with relevant policies and procedures to respond to accidents and emergency situations.
- Act in accordance with relevant policies and procedures to prevent and control infection, e.g. hand-washing, food hygiene, cleaning spillages and disposing of waste.
- Carry out risk assessment and risk management in line with policies and procedures.
- Identify and report any safeguarding concerns to the DSL (Head of Pre-Prep) and understand personal responsibilities in accordance with the Child Protection and Safeguarding Policy.
- Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure all children's needs are met, e.g. in relation to medical or dietary information.

**Communication and self-development**

- Work cooperatively with colleagues and other professionals to meet the needs of all children and enable them to progress.
- Liaise closely with parents to help them promote their child's health, wellbeing, learning and development.
- Engage in relevant CPD opportunities to improve own skills, practice and subject knowledge.

## Person Specification

**Qualifications and training**

**Essential**

- Level 3 NVQ in Early Years Care and Education or similar field.
- A minimum of GCSE grade C in Math and English.
- An enhanced DBS check.

**Desirable**

- First aid certificate
- A 2:1 above degree in early years childcare or a related subject.

**Experience**

**Essential**

- Working with children aged five and under, for at least two years.
- Working with parents to support children's development.
- Using the early education curriculum framework to support children's development.

**Desirable**

- Working with children with SEND

## Knowledge and skills

**Essential**

- Show a clear understanding of the expected patterns of children's development from birth to age five.
- Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances.
- Explain the importance of children's holistic development in the following areas:
    - Speech, language and communication
    - Personal, social and emotional development
    - Physical development
- Explain the potential effects of, and how to prepare and support children through, transitions and significant events in their lives, such as moving to school.
- Demonstrate how to differentiate activities to cater for pupil's different needs and stages of development.
- Demonstrate an ability to work with pupils and their families in a sensitive and positive way.
- Show an ability to assess and plan for individual needs.
- Demonstrate excellent communication, planning and organisational skills.
- Show how to write reports and maintain accurate records.
- Explain the importance of CPD to improve personal skills and early years practice.

**Desirable**

- Show leadership and management skills
- Demonstrate knowledge of the KS1 curriculum
- Have experience and understanding of children's further development from age five to seven.

## Personal qualities

successful candidate will have:

- A calm and caring nature.
- Excellent verbal and written communication skills.
- Excellent time management and organisation.
- A flexible approach towards working practices.
- High expectations of self and professional standards.
- The ability to work as both part of a team and independently.
- The ability to maintain successful working relationships with other colleagues.
- High levels of drive, energy and integrity.

The successful candidate will be:

- Committed to promoting high-quality care of children.
- Committed to playing an active role in children's progress and development.
- Dedicated to promoting their professional development.
- Able to plan and take control of situations.
- Committed to contributing to the whole school and its community.
- Capable of handling a demanding workload and successfully prioritising work.
- Professionally assertive and clear thinking.

## Terms and Conditions

- Salary based on grade D to F of College's pay scale (depending on experience and qualifications)
- **Initial Fixed Term of 1 term (Summer 2026) with a view to becoming permanent from September 2026**
- Term Time (+ 5 weeks) 38 weeks per annum
- Hours of work: Full time hours per week, to be worked between our core hours of employment: 4 days per week working from 8am to 4pm and 1 day per week working 8am to 5pm
- Use of College sports facilities (at staff allocated times)
- College pension scheme after qualifying period
- Subsidised Health Scheme Membership (Benenden)
- Discounts for College Staff at local retailers and businesses

March 2026