

Title of Job: Early Years Educator  
Section: Schools

Grade: Scale 4

Last Revised: May 2017

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#### JOB DESCRIPTION

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PERSON REPORTS TO: Member of school management or designated Senior Manager, with work directed by class teachers or senior Early Years Educator

STAFF SUPERVISED: None

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#### PURPOSE OF JOB:

*To be a member of the Nursery Team and a Key- person to a group of children*

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#### EQUAL OPPORTUNITIES:

The Council has a strong commitment to achieving equality of opportunity in both services to the community and the employment of people and expects all employees to understand and promote its policies in their work.

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#### DUTIES AND RESPONSIBILITIES

##### **A - Professional Standards**

1. To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
2. To demonstrate and promote the positive values, attitudes and behaviour expected from the pupils at all times.
3. To work collaboratively with colleagues, and carry out your role effectively, knowing when to seek help and advice.
4. To liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.

5. To improve your own practice, including through observation, evaluation and discussion with colleagues.

#### **B - Professional Duties**

1. To be a key person to a group of children whilst still working to promote the best interests of all children in the nursery
2. To care for children, and actively promote their physical and medical health, emotional, communication and other learning needs in order to help children achieve their full potential.
3. To take part in Performance Management and or coaching or supervision processes.

#### **C - Planning and Expectations**

1. To contribute effectively to the overall planning of teaching and learning taking into account the EYFS and following children's interests
2. Contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
3. Contribute to planning and take part in educational visits in accordance with school policies and procedures.

#### **D - Monitoring and Assessment**

1. To contribute effectively to the overall planning of teaching and learning
2. To support, observe, record and monitor children's development using a range of approaches eg special books, data, learning stories etc.
3. In partnership with the room lead use assessment information to plan next steps for your key children
4. To contribute to evaluation of provision

#### **E - Teaching and Learning Activities**

1. To provide a wide range of indoor and outdoor play, educational activities and experiences for children appropriate to their individual age, stage of development, interests and abilities.

2. To encourage children to express their views, make choices and decisions and to take account of individual needs in all aspects of work.
3. Promote and support the inclusion of all pupils in the learning activities in which they are involved.
4. Use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
5. To encourage the autonomy of each child and friendship between children; to supervise and encourage independence at meal time, toileting and packing away.
6. To encourage the acquisition and development of language and speech by all children, particularly for those children whose mother tongue is not English.
7. To share information with parents and carers and other staff as appropriate about children's development, learning interests and wishes; to give information and advice to parents, including termly parent conferences and to refer them on to other services and professionals as appropriate.
8. To comply with and help to improve all relevant health and safety policies, procedures and practice.
9. To be aware of the physical safety and well being of the children and to record all accidents to children or self in the accident book and to administer basic first aid and comfort children for minor injuries.
10. To administer prescribed medicines (by agreement with the headteacher) to children and keep appropriate records.
11. To report and record any physical or emotional problems or other concerns according to the Centre's agreed policies and procedures and in compliance with corporate child protection policies and procedures.
12. To attend case conferences, court hearings and review meetings as required.
13. To involve parents and community with activities held in the Centre.
14. To work with and help implement the recommendations of other professionals working with the children using the Centre, for example, by assisting children on a one-to-one basis to carry out exercises recommended by a Speech Therapist.

15. To refer children to the SENCO/ Inclusion Manager for consideration of specialist services.
16. To carry out home visits as appropriate in connection with new admissions or other reasons at the request
17. To accept advice and guidance from senior staff.
18. To take part in training and staff development as required.
- 19.** To promote a learning culture at the School both through work with children and families and through being a reflective practitioner
20. Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

## YOU ARE ADVISED TO READ THE FOLLOWING NOTE CAREFULLY

The requirements listed below are all essential to the job, so you must show how you meet all of them. Where application form is shown as a method of assessment, you **must show on the form how you fulfill the criteria, even if other methods of assessment are shown. If you do not, you will not be shortlisted. Rather than simply repeating your career history, look at the skills and experiences required by the job and provide evidence that you possess them, by giving specific examples.**

Please read the guidance notes that accompany the application form carefully, as the decision to shortlist you for the interview will be based solely on the information you provide on your application form.

ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT
1. Recognised childcare qualification (including NNEB, B/TEC, CC, CSS (Childcare and NVQ Childcare and Education Level 3).	Application form and Documentation
EXPERIENCE	
2. Experience of group work with under eight's in a multi-racial / cultural community.	Application form and Interview
3. Experience of working with disabled children, children in need and children with special educational needs	Application form and Interview
4. Experience of working with parents and carers.	Application form and Interview
5. Experience of working with a range of different professionals and agencies.	Application form and Interview
KNOWLEDGE	
6. Committed to partnership with parents and carers and to anti-discriminatory practice.	Application form and Interview
7. Sound knowledge of caring for the under fives; including knowledge of the special needs of children with disabilities and the ability to identify children at risk.	Application form and Interview
8. Knowledge and understanding of the issues raised by the Children Act (1989).	Application form and Interview.
9. Awareness and commitment to the Council's Equal Opportunities Policy.	Application form and Interview
10. Understanding of and ability to apply Council procedures in relation to the running of the centre.	Application form and Interview
SKILLS	
11. Ability to carry out basic care of children and to keep the Centre's rooms and equipment clean, tidy and in order whilst remaining responsive to the children and maintaining their well-being as a priority.	Application form and Interview
12. Ability to work confidently with parents and carers and a range of different professionals.	Application form and Interview
13. Ability to reflect on own practice.	Application form and Interview
14. Ability to devise and record stimulating and appropriate program	Application form and

<b>ESSENTIAL REQUIREMENTS</b>	<b>METHOD OF ASSESSMENT</b>
of activities and experiences for children.	Interview
15. Good literacy and numeracy skills and ability to prepare reports.	Application form and Interview
16. Ability to work on own initiative and to know when to seek help, or refer onto others.	Application form and Interview
17. Ability to undertake a variety of tasks during a working day, to work with children of differing ages, stages and abilities in different situations, alongside other staff, parents/carers, students, trainees and volunteers.	Application form and Interview
18. Ability to build relationships with children and to liaise closely with and support parents and carers.	Application form and Interview
19. Ability to communicate with staff, other agencies, parents and the local community to promote the Centre as a community resource.	Application form and Interview
20. Ability to devise interesting and developmental activities for children, to identify unmet needs and possible remedies.	Application form and Interview
21. Ability to recognise the needs of small children and the implications of living and working in a multi-ethnic, multicultural environment.	Application form and Interview
22. Ability to work flexibly including shifts on a rota basis.	Application form and Interview
	Application form and Interview
23. Ability to work under pressure, prioritise tasks and use own initiative and supervise staff.	Application form and Interview
<b>PHYSICAL REQUIREMENTS</b>	
24. Fit enough to carry out normal childcare tasks and to lift children and light furniture and equipment.	Council's Medical Assessment

### **Person Specification for the post of Classroom Practitioner (HLTA level)**

These are the criteria upon which the selection process will be based. At each stage of the process the merits of each applicant will be assessed to determine how far the criteria have been matched. These stages are:-

- A) Short listing by the selection panel.
- B) Interview by selection panel.

<b><u>Factor</u></b>	<b><u>Requirement</u></b>
1. Education, Training and Qualification:	<div>1 To have a qualification at minimum level</div> <div>.</div> <div>2 in the National Qualification Framework in English and Mathematics.</div> <div>2 Have obtained or be prepared to obtain</div> <div>.</div> <div>Higher Level Teaching Assistant status.</div>
2. Experience:	<div>1 Experience of 3 years of more working in</div> <div>.</div> <div>a school.</div> <div>2 Experience of advancing pupils learning</div> <div>.</div> <div>in a range of classroom settings, including working with individuals, small groups and whole classes.</div>
3. Knowledge and Understanding:	<div>1 To have sufficient understanding of</div> <div>.</div> <div>specialist area (if appropriate; for example, a subject base, in support of an age phase or pupils with particular needs) to support pupils' learning, and be able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.</div> <div>2 To be familiar with the school</div> <div>.</div> <div>curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which you are involved.</div>

- 3 To understand the aims, content,  
 . teaching strategies and intended  
 outcomes for the lessons in which you  
 are involved, and understand the place  
 of these in the related teaching  
 programme.
  - 4 To know how to use ICT to advance  
 . pupils' learning, and can use common  
 ICT tools for your own and pupils'  
 benefit
  - 5 To know the key factors that can affect  
 . the way pupils learn.
  - 6 To be aware of the statutory frameworks  
 . relevant to your role.
  - 7 To know the legal definition of Special  
 . Educational Needs (SEN), and are  
 familiar with the guidance about  
 meeting SEN given in the SEN Code of  
 Practice.
  - 8 To know a range of strategies to establish  
 . a purposeful learning environment and  
 to promote good behaviour.
  - 9 Have high expectations of all pupils;  
 . respect their social, cultural, linguistic,  
 religious and ethnic backgrounds; and  
 are committed to raising their  
 educational achievement.
4. Commitment to and understanding  
 of:
- 1 The Equal Opportunities practice  
 . throughout the school including the  
 Authority's policy of inclusive education.