



brighterfuturesforchildren.org

Level 2 & 3 Early Years Educator

Job Description & Person Specification

Contents

Job Information.....	3
Job Purpose.....	3
Designation of Post within Company Structure.....	3
1. Your role.....	4
OPERATIONAL	Error! Bookmark not defined.
PERSONNEL	6
HEALTH AND SAFETY.....	6
GENERAL	Error! Bookmark not defined.
2. Relationships – who you will work with	7
3. What your performance will be measured against	8
4. Your level of autonomy.....	8
5. Personal Attributes	8
6. Scope of Job (Budgetary/Resource Control/Impact)	8
Special/Other Requirements/Responsibilities of this Post.....	8
Person Specification.....	10
Qualifications & Education	10
Essential:	Error! Bookmark not defined.
Desirable:	Error! Bookmark not defined.
Experience.....	Error! Bookmark not defined.
Essential:	Error! Bookmark not defined.
Desirable:	Error! Bookmark not defined.
Additional Working Requirements	11
Essential:	Error! Bookmark not defined.

Job Information

Post Title	- Level 2 Early Years Educator - Level 3 Early years Educator
Reports to:	Early Years Team Leader
Grade and Salary:	- RG3 scp 5-7 Level 2 Childcare and Education Qualification - RG3 scp 8-11 Level 3 Early Years Educator - RG4 scp 11-17
Location	BFFC Nurseries
Conditions:	37 hours per week 52 weeks per year

Job Purpose

Brighter Futures for Children is a not-for-profit company, owned by, but independent of, Reading Borough Council. Although we are independent, we are very much part of the Reading Family. Our people enjoy all of benefits as other Council employees including membership of the Local Government Pension Scheme and continuous service.

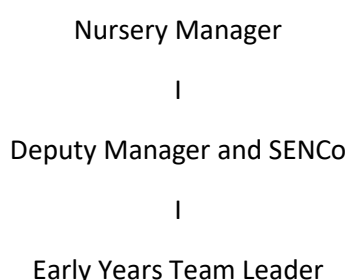
We work closely with partners in the local community and key organisations including Reading Borough Council, policy, public health and voluntary groups. We are responsible for the delivery of children's social care, early help & prevention, education services (including SEND). This also includes fostering and adoption, the Youth Offending Service and traded services with schools.

Our main aim is to protect and enhance the lives of the children of Reading. We help families find long-term solutions to ensure children lead happy, healthy and successful lives.

The role of the Early Years educator is to:

- To provide responsive in the moment teaching to children, ensuring a breadth of learning opportunities.
- To use existing knowledge of the EYFS and Ofsted Statutory requirements to provide high quality care and learning to children aged 5 and under.
- To understand and adhere to the policies and procedures of BFFC and the nursery.

Designation of Post within Company Structure





I

Early Years Educator (level 3)

I

Early Years Educator (level 2)

1. Your role

RG3 scp 5-7 Level 2 Childcare and Education Qualification

- Enjoy the company of young children and be committed to helping them thrive.
- Welcome and settle new children and families to the nursery, giving them time and support.
- To support children to feel secure and safe in a loving and fun environment, where they are looked after, stimulated, and progress in a non-discriminatory environment.
- To ensure a full understanding of the nursery safeguarding policies and procedures and to maintain personal responsibility to safeguarding children
- To bring any safeguarding concerns to the attention of the nursery's designated safeguarding lead
- To be a Key Person/Buddy to a group of children and to focus on their unique style of learning
- To ensure harmonious relationships between the setting and our families, supporting parents and addressing anything that arises or escalating, as necessary.
- To understand and follow all relevant OFSTED and nursery childcare policies and procedures in operation
- To understand and follow the revised Early Years Foundation Stage (EYFS).
- Establish the child's initial holistic development on entry, recording progress and development termly throughout the child's time at the setting.
- To positively encourage and support children in understanding and celebrating festivals and commemorative days.
- To demonstrate through practice fundamental British values.
- To complete daily records
- To be an advocate for home learning
- To actively encourage positive behaviour from children through modelling and guidance
- To act as a positive role model to children and adults demonstrating a warm, caring and nurturing disposition.

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- Work effectively with others to deliver planned activities which support and stimulate children's learning and development
 - To develop deep understanding of Cultural Capital and British Values and your role to prepare children for future success in the world around them, using a positive, unbiased approach.
 - To identify when a child may require additional support and notify the Special Educational Needs Disabilities co-ordinator (SENCO).
 - To contribute to the development of individual educational plans for children with SEND and use your knowledge and understanding to support these children to make progress .
 - To care for and maintain the Nursery environment and play equipment.
 - To support and meet children's health and hygiene requirements.
 - To supervise children's play inside and outside the nursery, including outings.
 - Follow procedures in cases of emergencies and accidents
 - Reporting maintenance issues through the nursery policy.
 - To undertake light domestic duties
 - To participate in staff meetings called by the Manager /Team Supervisor, including discussing curriculum and projects and the smooth running of the nursery.
 - To attend training courses as required, including all in-service days.

Gateway Criteria: to progress RG3 scp 8-11 in RG3, Level 3 Early Years Educator

- Level 3 qualification
- To take responsibility for ensuring own knowledge is up to date and relevant, i.e. keeping abreast of current educational practices and other relevant areas such as Health & Safety and Safeguarding Children.

RG3 scp 8-11 Level 3 Early years Educator

- Demonstrate competence in practice against the NVQ level 3 mandatory unit criteria
- To demonstrate the ability to interpret observations and convert to assessment of need
- To use more developed communication skills to encourage and support social/positive behavioural development.
- Plan activities for the group of children and adapt activities to suit needs of early year's children
- To take responsibility for a group of children

- Establish the child's initial holistic development on entry, recording progress and development termly throughout the child's time at the setting
- To create activities that support appropriate challenge for individual or groups the children
- To demonstrate fundamental British values, through practice with children

Gateway criteria to move to RG4, SCP 11 to 17 Level 3 Early Years Educator

- To support the team leader and management with researching, reviewing, evaluating and developing educational practices within the setting ensuring the best outcomes for children

RG4 scp 11-17 Level 3 Early years Educator

- To ensure that you have a strong understanding of the Early Years Foundation Stage framework and follow this
- To use your child development knowledge to ensure that all children are learning, being challenged, and making progress from their starting points
- To ensure an enabling inviting learning environment for the children
- Observe children to contribute to assessment and planning of learning activities
- To contribute to planning for developing the Nursery's services and practice.
- Handle effectively more difficult discussions with parents
- Plan and resource activities to meet those needs and evaluates their effectiveness
- Organise and establish a safe, secure, and suitable environments for a range of activities, which promote children's development
- Demonstrate ability to make formal assessments of children's development needs
- Monitor and take action to ensure all elements of early years practice are adhered to (includes protecting children's equality of access, inclusion, participation, and well-being)
- Provide feedback to children in relation to effort, behaviour, progress, and achievement under guidance of the team leader
- Plan and lead with challenging teaching and learning objectives across all areas of learning as agreed with the team and respond to a child's individual needs
- Monitor and evaluate children's responses to learning activities through observation, assessment, and monitoring strategies against the EYFS

PERSONNEL

- To attend regular staff meetings and appropriate training sessions, which ensure staff, are kept up to date with the latest thinking in relation to early years provision and OFSTED requirements.
- To take responsibility to ensure own mandatory training is up to date and refreshed as required.

HEALTH AND SAFETY

- To ensure that the highest standards of safety, security, hygiene, and cleanliness are maintained at all times across the provision, and in particular, within your own room.

- To ensure that you always follow the security and safety systems in place.
- To complete food hygiene training and to prepare snack and light meals for the children.
- To undertake cleaning duties as required to maintain the hygiene of the setting.
- To care for the setting equipment and report or remove any problems as soon as is practically possible.
- To undertake paediatric first aid training and refreshers, to ensure you are confident to respond to any incidents requiring first aid treatment.
- To undertake such personal training as may be deemed necessary to meet the duties and responsibilities of the post.
- Brighter Futures for Children is a dynamic organisation which recognises the need to respond flexibly to changing demands and circumstances. While this job description provides a summary of functions and responsibilities of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post.
- This list of duties and responsibilities should not be considered as exhaustive as other duties may be required to be undertaken by your line manager providing, they are appropriate to the scale within which you are being paid.

2. The Prevent duties applicable to all roles

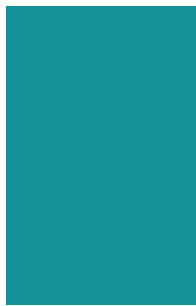
The Prevent duty requires local authorities to help prevent the risk of people becoming terrorists or supporting terrorism. It sits alongside the safeguarding duties of professionals to protect people from a range of harms. The duty helps to ensure that people who are susceptible to radicalisation are supported as they would be under safeguarding processes.

Responsibilities:

- Have a good understanding of Prevent by undertaking training as specified by BFFC to recognise where a person might be susceptible to becoming radicalised into terrorism.
- Be aware of the Channel Programme to provide support to safeguard individuals and undertake training as specified by BFFC on how to make a Prevent referral if they think someone is at risk of being radicalised.
- Work in partnership with the police and other public sector partners in providing support to individuals adopted into the Channel process.

3. Relationships – who you will work with

Internal:	• Staff • Line Manager • Children • Parent
External:	Develop and promote strong partnerships with: • Agency • Parent • Early help professionals • Area SENCo • Nursery Managers



- Social workers
- Teachers
- Educational psychologist
- Sensory consortium
- Portage
- Speech and language therapist
- Health visitors

4. What your performance will be measured against

- Personal objectives set as part of your continuous professional development.

5. Your level of autonomy

- Required to work as part of a team as well as using own initiative to deliver objective.

6. Personal Attributes

- Confident
- Approachable
- Friendly
- Uses initiative
- Organised
- Achieves deadlines

7. Scope of Job (Budgetary/Resource Control/Impact)

- No direct budgetary requirements within this role.
- Monitoring resources will be part of the role.

Special/Other Requirements/Responsibilities of this Post

Level of DBS check required for this post	Enhanced with a check of the barring list(s)
If *, does the post require a check against the list of people barred from working with vulnerable adults?	YES
If *, does the post require a check against the list of people barred from working with children?	YES/YES
What other security/safer recruitment clearances are required for this post? (excluding standard identity/work permit/education qualification checks)	NONE or list
Is this post “politically restricted”?	NO
Responsibility for Health & Safety:	YES



Please specify responsibility for implementing the company's risk management strategy as it applies to the service, ensuring risks to service delivery and specific projects or initiatives are recognised and that actions are taken and monitored to mitigate risks identified	List if appropriate
Please specify any other Statutory Duties and/or responsibilities of this post not already covered in the "Main Duties & Responsibilities" above	List or N/A

Person Specification

Qualifications & Education

Essential

- **Level 2 Childcare and Education Qualification**

Desirable

- Current Paediatric First Aid or willing to undergo training.
- Basic Food Hygiene or willing to undergo training.
- Level 1 Health and safety – training will be given
- Manual, Handling and Lifting - training will be given
- Universal Safeguarding training will be given.

Gateway Progression criteria for RG3 above the gateway

- **Level 3 Early Years Educator or equivalent**

Experience

- Relevant experience in childcare.
- Working with parents/carers forming relationships and passing on relevant information.
- Working together as part of a team of staff.

Skills, Abilities & Competencies

- Caring attitude
- Good Communication skills both verbal and written.
- Cheerful personality - sense of humour.
- Able to work as part of a large team.
- Show and takes initiative.
- Good understanding of the needs of children 2 months to 5 years.
- Empathy with the demands of working parents / customer focused.
- To practice in a way that ensures all children parents and colleagues are treated in an inclusive manner.



- Willing to keep up to date with current childcare practices.
- Confidential, sensitive and empathetic to all.
- Being dependable and consistent, reliable, trustworthy, flexible and able to meet deadlines.
- Possess good numeracy and literacy skills.
- Possess good IT Skills
- The ability to implement all policies, with particular regard to safeguarding, health and safety and equality and education.

Additional Working Requirements

- To work with children in groups and on a one/one or collective basis.
- Working a shift system covering the hours of 7.45am – 6.00pm.
- Handling and lifting.
- Level 1 Health and Safety.
- Undergo a statutory enhanced DBS and Health Check.
- Willingness to keep up to date on childcare practices.
- Job involves working with sensitive and confidential information about children and will be subject to an enhanced DBS check.
- To work occasional evenings and weekends.