

Job Description

Early Years Educator

1. JOB OUTLINE

Pay Scale/Grade:	Bucks Pay Range 1b, Scale point 8–10 (depending on skills/experience)
Reports to:	Head of Learning for Early Years
Responsible for:	N/A
Liaison with:	Teaching Staff, Support Staff, Headteacher, Senior Leadership Team, Pupils, Stakeholders

1 a) PURPOSE OF ROLE

- To contribute to the promotion and development of education that offers high quality learning experiences for children in the Early Years Foundation Stage.
- To work as a member of the Early Years Team to support and assist nursery/reception class teachers with the physical, emotional and educational needs of our children.
- To work under the direction of the class teacher to plan activities to encourage play and sensory stimulation. Although Early Years Educators will work under the direction of the teacher he/she will also be required to work on his/her own in small group situations away from the main class base.

1 b) RESPONSIBILITIES

Support for Pupils

- To act as a keyworker for a group of children, being responsible for co-ordinating and liaising on case work issues, care plans and special needs.
- Assess the needs of children and use detailed knowledge and specialist skills to support children's learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all children.
- Support children consistently whilst recognising and responding to their individual needs
- Encourage children to interact and work co-operatively with others and engage all children in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to children in relation to progress and achievement
- Organise and manage appropriate, healthy, safe and stimulating learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate children's responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives

- Provide objective and accurate feedback and reports as required on children's achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in activities systematically and providing evidence of range and level of progress and attainment
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in their children's learning and participate in meetings with parents to provide constructive feedback on children's progress/achievement etc.
- Produce lesson plans, worksheet, as supported by teaching staff etc.

Support for the Curriculum

- Deliver learning activities to children within agreed system of supervision, adjusting activities according to the child's responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop children's competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of children's interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of our school
- Establish constructive relationships and communicate with other agencies/professionals to support the welfare, achievement and progress of the children
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting children
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Attend training courses as part of your own CPD
- Contribute to the identification and execution of appropriate out of centre learning activities which consolidate and extend work carried out in the centre.
- Supervise students on work placements.
- To undertake any other duties commensurate with the role

Early Years Educators in this role may also undertake some or all of the following:

- Work with individual pupils with special educational needs
- Work with pupils for whom English is not their first language
- Assist in the development of individual development plans for pupils (such as Individual educational plans)
- Support the work of volunteers and other teaching assistants in the classroom

- Support the use of ICT in the curriculum
- Invigilate exams and tests
- Assist in escorting and supervising pupils on educational visits and out of school activities
- Select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays
- Support pupils in developing and implementing their own personal and social development
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence
- Monitor and manage stock and supplies for the classroom.
- Provide short term cover supervision of classes
- Supervise individuals and groups of pupils in the playground and dining areas

1 c) EQUALITIES

Be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop.

1 d) HEALTH AND SAFETY

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.

1 e) DISCLOSURE AND BARRING CHECK

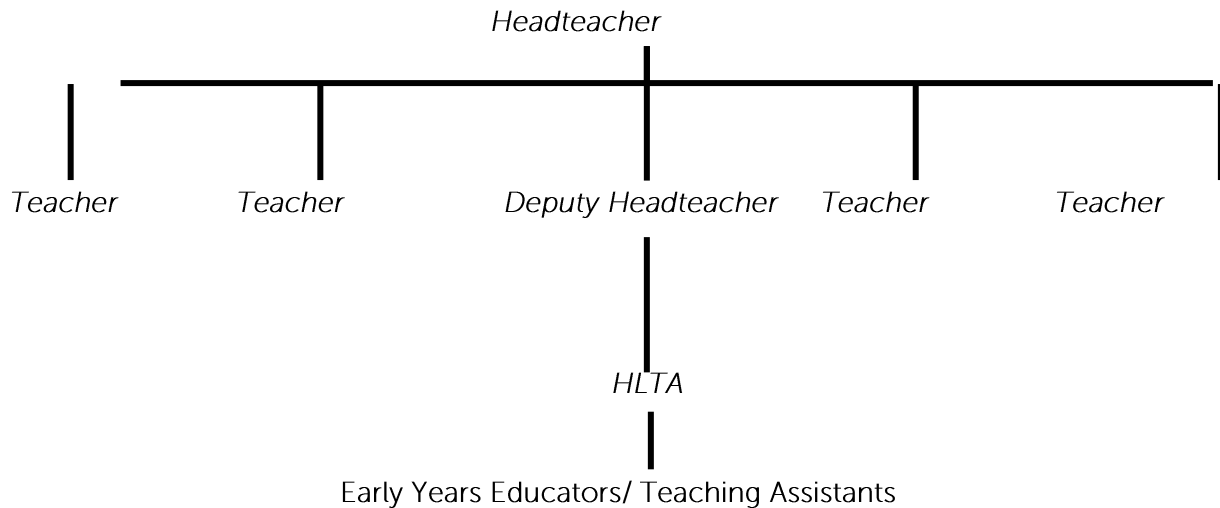
This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of REAch2's pre-employment checks. Please note that additional information referring to the Disclosure and barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

1 f) ADDITIONAL INFORMATION

The jobholder is required to contribute to and support the overall aims and ethos of the school. All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

2. ORGANISATION CHART

PTO.



3. SUPERVISION

On a day-to-day basis, the relevant Class Teacher manages the post holder, but overall management is carried out by the Head of Learning for the phase in which they work. The academy's performance management policies and practice determine the frequency of meetings.

Some supervision of other staff within Early Years may be required.

4. JOB CONTEXT

The jobholder is one of a team of teachers and assistants who support the learning of pupils. Flexibility by all staff is important in order to meet the varied needs of pupils.

5. CONTACTS

The jobholder works with teachers and pupils and is likely to have planned contact with parents or carers.

6. KNOWLEDGE

- Full and relevant Level 3 or greater qualification (as set out by the Department for Education)
- Intermediate knowledge of ICT
- Basic knowledge of Health, wellbeing and safety
- Awareness of keeping children safe
- Basic knowledge of First Aid
- Awareness of Data protection and confidentiality
- Understanding of the Schools ethos and values

7. COMPETENCIES

- Communication (written and verbal)



- Problem Solving
- Team working
- Active Listening
- Motivation

8. PHYSICAL EFFORT

The job may involve lifting children after falls or accidents.

9. WORKING ENVIRONMENT

The job may include clearing up blood or other bodily fluids of children after accident or sudden illness.

10. JOB ENTITLEMENTS

- Access to training and staff development according to personal development needs and the needs of the school
- Annual Performance Appraisal and reviews

11. ADDITIONAL INFORMATION

The jobholder is required to contribute to and support the overall aims and ethos of the school.

All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

12. REVIEW OF DUTIES

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary

Person Specification

Early Years Educator

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The selection decisions will be based on the criteria outlined below. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

When completing your covering letter and application form, you should ensure that you address each of the selection criteria stated below and provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

Factors	Essential	Desirable	Assessment Method
Qualifications	<ul style="list-style-type: none"> • Full and relevant Early Years Level 2 or 3 qualification (click here to check if yours is full and relevant) • Suitable Level 2 Literacy and numeracy qualifications if required as per DfE Guidance 	<ul style="list-style-type: none"> • Evidence of additional qualifications suitable to Early Years Educator role • Graduate qualification 	Certificates
Experience	<ul style="list-style-type: none"> • Experience of working with and supporting children with a range of educational needs • Experience of working and supporting children of a variety of ages 		Application form and selection events
Knowledge and Understanding	<ul style="list-style-type: none"> • Intermediate knowledge of ICT • Awareness of keeping children safe • Basic knowledge of Health and wellbeing, safety and child protection • Understanding of the Schools Ethos and Values 	<ul style="list-style-type: none"> • Understanding of the development of EAL learners • Understanding of the development of SEN learners 	Application form and selection events

Factors	Essential	Desirable	Assessment Method
	<ul style="list-style-type: none"> • Understanding of Data Protection and confidentiality • Basic knowledge of First Aid 		
Skills and Abilities	<ul style="list-style-type: none"> • Ability to solve problems and find solutions • Active listener • Good communication (written and verbal) • A team player • Highly motivated • Assist children on an individual basis, in small group and whole class work • Explain tasks simply and clearly and foster independence • Supervise children, and adhere to defined behaviour management policies • Accept and respond to authority and supervision • Work with guidance, but under limited supervision • Display work effectively, and make and maintain basis teaching resources 		Application form and selection events

Note to applicants:

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.