



- 
- Support children in dressing and undressing whenever necessary throughout the day including during arrivals, departures.
  - Serve meals and snacks throughout the day in accordance with food hygiene requirements while promoting independence.
  - Feed children unable to feed themselves at lunchtime and supervise drinks at breaks, liaising with the other professionals (e.g. Speech Therapist), where necessary.
  - Under guidance, assist individual children with their mobility and independence.
  - Encourage children's development, independence, self-reliance, initiative and problem-solving skills.
  - Toilet children, with assistance from colleagues where appropriate.
  - To work outside normal hours as required, which may include accompanying a child to a place of safety.
  - Strong commitment to furthering equalities in both service delivery and employment practice.
  - You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
  - To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the Line Manager.

#### Increase service quality and performance

- Take responsibility in planning, observing, tracking and evaluating as per the Centre requirements.
- Deliver high quality, well planned, stimulating and challenging activities within the 0-5 age group. (And for older children during school holidays.)
- Plan and implement an environment with core experiences that support parental involvement in their child's learning and positive interactions between adults and children.
- Accompany children/families on outside activities (eg. educational visits, etc.).
- Carry out a full record keeping programme for each child according to school/centre policy.
- Set targets and review IEPs, in collaboration with the Special Educational Needs Co-ordinator (SENCO).
- Initiate and implement support plans through regular liaison with support staff, according to school/Centre policy.
- Registration of the children at the beginning and end of the day.
- Support and include children with SEN and attend case conferences and reviews with Centre Teacher/SENCO/Senior Children's Centre Officer as appropriate.

#### Identify opportunities for personal and professional development

- Set individual targets and monitor progress.
  - Take responsibility for a small group of children for varying types of activity,
-

---

under the direction of the Centre Teacher/Room Lead.

- Support children who are identified as having Special Educational Needs (SEN), or English as an Additional Language (EAL), by organising the implementation of IEPs set by other professionals.
- Work in a non-discriminatory way, being aware of differences and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential.

#### Identify opportunities for innovation/new business development

- Participate in staff meetings, personal and group supervisions, and Performance Development/appraisals, staff training and development days, and external training as appropriate.
- Contribute own thoughts and ideas to termly, weekly, daily plans and Individual Education Plans (IEPs).

#### Make best use of resources

- Prepare the learning environment, assisting in the organisation of the room arrangement and resources. Valuing and displaying children's work.
- Provided a supporting role to less experienced staff, colleagues, students and work placements, to meet centre objectives.

#### Develop strong relationships across teams and with partners

- To foster and develop good relationships with parents and carers, and to ensure that planning for their children is in partnership with them and valuing their involvement.
- Provide personal support for parents and carers.
- Understand and identify opportunities for early identification of need and support for children and families.
- Provide information and promotion relevant to families who have young children (e.g. Employment, training, health and wellbeing)
- Be supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement.
- Oversee the introduction and settling in process for children and families into the school/centre, including initial home visit with parents and giving initial information on school/centre policies.
- Liaise with other professionals involved in the child's welfare (speech therapist, health visitor, area SENCO, Family Support etc.).

#### Reflect best practice and ensure compliance

- Attend to the needs of sick or injured children. Applying First Aid as necessary, recording accidents and attending to children who are unwell until they are collected.
  - Training children in the use of their equipment, with advice and information passed on from other professionals e.g. Occupational Therapist and Physiotherapist etc.
-

- 
- Move and handle children, where necessary, following Health and Safety guidelines.
  - The post holder must at all times carry out his/her responsibilities with due regard to our policy, organisation and arrangements for Health and Safety at Work.
  - Have a clear understanding and follow current safeguarding policy and procedure, remain opening minded, show professional curiosity and listen to the child's voice.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

---

General requirements:

- It is your responsibility to carry out your duties in line with our policy on Equality and Cohesion and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
- All Hackney Education Staff are expected to demonstrate and work towards developing the Hackney Education Leadership Qualities which are:
  - A strong sense of direction and purpose
  - Creativity
  - Resilience
  - Credibility
  - Presence
  - Connecting
  - Self-Awareness

Job title: Early Years Educator		Essential	Desirable
<b>Person Specification</b>			
<b>Qualifications</b>			
1. Minimum QCA recognised Early Years/Childcare Level 3 qualification or equivalent		✓	✓
<b>Experience</b>			
2. Experience of working with young children at Foundation Stage.		✓	✓
3. Experience of working with children in a diverse environment including those who may have special needs and disabilities.		✓	
<b>Knowledge/Skills</b>			
4. A sound knowledge and understanding of child development.		✓	✓
5. Knowledge of First Aid.			✓
6. Knowledge of relevant childcare policies/codes of practice and awareness of relevant legislation.		✓	
7. Good working knowledge and ability to implement the Early Years Foundation Stage/curriculum and informal learning through play.		✓	
8. Knowledge of Child Protection and Safeguarding procedures and commitment to keep children safe.		✓	
11 Good numeracy and literacy skills.		✓	
12 Effective use of ICT to support learning and communication.			✓

Job Description and Person Specification

Version: January 2021  
 Created by:  
 Approved by:

13	Ability to foster good relationships with children, parents/carers and colleagues.	✓	
14	Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
15	Ability to work constructively as part of a team, understanding group room roles and responsibilities and own position within these.	✓	
16	Ability to prepare, maintain and update children’s records and reports.	✓	

**Re-evaluation - approval** (for re-evaluations, get approval to proceed from an SLT member)

I confirm approval to proceed:

SLT Member:		Signature:		Date:	
-------------	--	------------	--	-------	--