



Job Description and Person Specification

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

Note for recruiting managers: If you are recruiting for an existing post, reuse the Job Description and Person Specification that already exists for the job.

Job details

Job title: Early Years Educator and Preschool Leader (Level 3)

Directorate: Holy Trinity CE Primary School

Reporting to: Finance Manager / SLT/ Headteacher

Grade: S01

Job description

Purpose of the post:

- To oversee the effective management and delivery of the preschool.
- To work in partnership with the leadership team to secure positive outcomes for all children in the preschool and under 3 nursery community.
- Under the direction of the headteacher, to complement the professional work of EYFS practitioners and teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
- Planning, preparing and delivering learning activities for individuals, groups, or whole class.
- Monitoring, assessing pupils and recording and reporting their progress. Additionally, under guidance of a senior member of staff, taking responsibility for key worker role development.
- Supporting and extending children's learning, having an overview and completing assessments in the 2 year old provision, liaising with parents/carers and other professionals and working with the administration team to support with admissions.

Main duties and responsibilities:

Support for Children

- Participate in curriculum planning and evaluation, contributing own thoughts and ideas to termly, weekly, daily plans and SEN Support Plans.
 - Prepare the learning environment, assisting in the organisation of the room arrangement and resources. Valuing and displaying children's work.
 - Take responsibility for a small group of children for varying types of activity and liaising with other members of staff to ensure all children have opportunities to
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make progress and work with a variety of adults in guided and supported activities.

- Support children who are identified as having Special Educational Needs and Disabilities (SEND), or English as an Additional Language (EAL), by organising the implementation of SEN Support Plans set by other professionals.
- Accompany children on outside activities (eg. local trips, educational visits, etc.).
- Encourage children's development, independence, self-reliance, initiative and problem-solving skills.
- Observe children's activities and contribute to their written records.
- 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.
- Maintain respectful and genuine interaction with children using warm and responsive communication strategies, which are appropriate to children's needs.
- Be supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement.

Key work:

- Oversee and plan for the introduction and settling in process for children and families into the setting, including contact with parents/carers, giving initial information on sharing/signposting setting policies.
- Take responsibility in planning, tracking and evaluating.
- Set individual targets and monitor progress.
- Carry out a full record keeping programme for each child according to Holy Trinity policy.
- Be the first contact for key parents.
- Set targets and review SEN Support Plans, in collaboration with the Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- Initiate and implement SEN Support Plans through regular liaison with SENDCo, according to school policy.
- Liaise with outside agencies e.g. Speech Therapists.
- Registration of the children.
- Liaise with other professionals involved in the child's welfare (speech therapist, health visitor, support teacher etc.).
- Support children with SEND and attend case conferences and reviews with teacher as appropriate.

Administration:

- Share progress and next steps at 27 month reviews in two year old provision and liaise with teachers/staff when children are moving between settings
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(babies to 2 year old provision, 2 year old provision to Nursery).

- Organise and liaise with Health Visitor, parents/carers and key workers to arrange 27 month reviews. Ensure paperwork is shared with parents/carers prior to the meeting.
- Arrange daily agency cover and discuss staffing requirements with SLT to ensure adult:child ratios are met within provision. Organise staffing for school holidays and inform SLT about cover needed.
- Liaise with kitchen staff and SLT about dietary requirements and allergies to ensure all food served is appropriate for the children.
- Respond to parent/carer emails regarding setting/provision/curriculum etc.

Whole-school improvement:

- Timetable and plan interventions alongside SENDCo where children have been identified as needing additional support.
- Report back to Headteacher on an ongoing basis with reference to health and safety issues.
- Continue to support the development of outdoor areas to ensure high quality provision is consistent across all phases.
- Work alongside SLT to ensure effective practice in the EYFS so that pupils make rapid progress from starting points.

Leadership:

- Have room leader responsibility for the baby and 2 year old rooms.
 - Be responsible for the annual admissions procedures for the preschool and under 3 nursery classes, including the management of all necessary communications with parents, arranging tours and home visits or parental interviews, sharing preschool policies with parents and carers and the collection and collation of all admissions paperwork.
 - Liaise with staff, parents, external agencies and other preschools to coordinate their contribution, provide maximum support and ensure continuity of provision.
 - Hold regular team meetings with managed staff and support the headteacher with recruitment / induction / appraisal / training / mentoring of other staff.
 - Demonstrate and showcase best working practices for all staff at all times.
 - Coordinate and oversee the work of the preschool staff, developing their skills as appropriate, through ongoing training and the organisation of appropriate external training opportunities.
 - Oversee that all staff carry out full record keeping programmes for each key child according to centre policy.
 - Organise supply staff cover where required.
 - Be responsible for the appropriate deployment of staff.
 - Be responsible for the implementation and management of individual group timetables across all provisions.
 - Comply with and assist in the development of policies and procedures relating
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to the preschool.

- Maintain evidence folders, in readiness for Ofsted inspection.
- Monitor compliance with staff ratios and qualification requirements.
- Conduct regular internal audits and quality checks.
- Maintain accurate attendance registers and children's records.

Safeguarding:

- Maintain high standards of hygiene.
- Report safeguarding concerns in line with the school policy and promote the welfare of our children and expect all members of staff to share in this commitment to safeguarding.
- Attend to the needs of sick or injured children. Apply First Aid as necessary, record accidents and attend to children who are unwell until they are collected.
- Be a designated safeguarding lead for the Preschool; receive, record, and report safeguarding concerns.

Personal care:

- Dress and undress children whenever necessary throughout the day, including during arrivals, departures, pre- and post-naps, following toileting accidents.
- Feed children unable to feed themselves at lunchtime and supervise drinks at breaks, liaising with the other professionals (e.g. Speech Therapist), where necessary.
- Move and handle children, where necessary, following Health and Safety guidelines.
- Assist individual children with their mobility and independence training, including the use of their equipment, with advice and information passed on from other professionals e.g. Occupational Therapist and Physiotherapist etc.
- Change nappies and toilet children, including assisting with wiping and applying nappy cream, and changing children who have had an accident and soiled, with help from colleagues.
- Ensuring nappy records are up-to-date and record keeping is consistent and accurate.

Mentoring/Advising:

- Assist the person responsible for work experience students, acting as mentor and adviser. Working with the class teacher and Headteacher in the supervision and assessment of students working for NVQ level 3 or childcare qualifications.
- Induct, train and mentor less experienced staff.

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.

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General requirements:

- Take part in the school's performance management system.
- Take part in EYFS supervision sessions termly.
- Enhanced DBS Check.
- 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.

Job title:

Early Years Educator and Preschool Room Leader (Level 3)

Essential **Desirable**

Person Specification

	Essential	Desirable
Qualifications		
1. NNEB Level 3 qualification or equivalent.	✓	
2. Paediatric first aid (PFA) certificate – to be renewed every 3 years – if no PFA certificate, candidate must be willing to attend training		✓
3. Designated Safeguarding Leader qualification		✓
Experience		
4. Working with or caring for children at Foundation Stage, including those who may have special needs.	✓	
5. Significant experience in a child care role, ideally in a variety of early year's setting.	✓	
Knowledge		
6. A sound understanding of early childhood development and learning.	✓	
7. Training in the relevant learning strategies.	✓	
8. Understanding of relevant policies/codes of practice and awareness of relevant legislation.	✓	
9. Good working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies.	✓	
10. Knowledge of specialist techniques such as: Makaton signing, Picture Exchange, and Restraint.	✓	
11. An understanding of Child Protection / Safeguarding issues and procedures.	✓	
Skills		
12. Good numeracy and literacy skills.	✓	

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Skills		
13. Effective use of ICT to support learning.	✓	
14. Use of other equipment technology.	✓	
15. Ability to relate well to children and adults.	✓	
16. Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
17. Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.	✓	
18. Ability/experience of undertaking individual assignments above routine Early Years Educator work.	✓	
19. Displays commitment to the protection and safeguarding of children and young people.	✓	
20. Display a commitment to Hackney Education's equalities policies.	✓	