

# 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

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Job title: *Early Years Educator*

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Directorate: The Betty Layward Primary School.

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Reporting to:

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Grade:

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## Job description

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Purpose of the post:

- Under the direction of the teacher, to complement the professional work of 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 and assessing pupils and recording and reporting their progress. Additionally under guidance of a senior member of staff, taking responsibility for key worker role development or whole-school policy development in a specific area. Key consideration is knowing when to escalate matters.

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Main duties and responsibilities:

**Working in partnership with the class teacher and colleagues, in order to support, challenge and extend the children's learning:**

- Participating in curriculum planning and evaluation, contributing own thoughts and ideas to termly, weekly, daily plans and Individual Education Plans (EHCP's).
  - Preparation of the learning environment, assisting in the organisation of the room arrangement and resources. Valuing and displaying children's work.
  - Taking responsibility for a small group of children for varying types of activity, under the direction of the teacher.
  - Supporting children who are identified as having Special Educational Needs (SEND) or English as an Additional Language (EAL), by organising the implementation of EHCP's set by other professionals.
  - Accompanying children on outside activities (e.g. swimming, educational visits, etc.).
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- Encouraging the children's development, independence, self-reliance, initiative and problem-solving skills.
- Observing children's activities and contributing to their written records.
- Working in a non-discriminatory way, being aware of difference and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential.
- Maintaining respectful and genuine interaction with children using warm and responsive communication strategies, which are appropriate to children's needs.
- Being supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement whilst remaining professional.

### **To be a Keyworker of a group of children:**

- Overseeing the introduction and settling in process for children and families into the school/centre, including initial home visit with parent, giving initial information on school/centre policies.
- Taking responsibility in planning, tracking and evaluating.
- Setting individual targets and monitoring progress.
- Carrying out a full record keeping programme for each child according to school/centre policy.
- Being the first contact for key parents.
- Setting targets and reviewing EHCP's (in collaboration with the Special Educational Needs Co-ordinator - SENDO.).
- Initiating and implementing EHCP's
- Liaison with outside agencies e.g. Speech Therapists.
- Registration of the children.
- Liaising with other professionals involved in the child's welfare (speech therapist, health visitor, support teacher etc.).
- Supporting and including children with SEND and to attend case conferences and reviews with teacher as appropriate.

### **Under guidance from senior staff, taking a leading role in whole-school improvement in an aspect of an area of learning:**

- To liaise with EAL / EMAS staff as required. To ensure that all children with EAL make good progress.
  - To develop a close partnership with families from minority ethnic groups.
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- First Aid training will be given according to need.

### **Safeguarding the health, safety and welfare of the children:**

- Maintaining high standards of hygiene.
- Attending 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.

### **Providing personal care to individual children in the areas of every day activity, as required.**

- Dressing and undressing children whenever necessary throughout the day, arrivals, departures, playtimes and Physical Education (P.E.) classes.
- Preparing children for swimming and dressing them afterwards if required.
- Feeding children unable to feed themselves at lunchtime and supervising drinks at breaks, liaising with the other professionals (e.g. Speech Therapist), where necessary.
- Moving and handling children, where necessary, following Health and Safety guidelines.
- Assisting 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.
- Toileting continent children, with assistance from colleagues where it has been assessed that more than one member of staff is required. Occasionally, changing continent children who have soiled, with help from colleagues.

### **Acting as mentor or adviser:**

- To assist the person responsible for work experience students acting as mentor and adviser. Working with the class teacher and Head teacher in the supervision and assessment of students working for NVQ level 3 or childcare qualifications.
- Inducting, training and mentoring less experienced staff.

### **Extending own skills and knowledge:**

- To assist the responsible person for work experience students acting as mentor and adviser. Working with the class teacher and Head teacher in the supervision and assessment of students working for NVQ level 3 or childcare qualifications.
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- Inducting, training and mentoring 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:

- An above average level of emotional stress can be incurred due to exposure to pupils with traumatic, degenerative, terminal conditions.
- Due to close contact with pupils, high exposure to bodily fluids and employment practice.

The above conditions are more likely to be experienced when the Early Years Educator is employed in schools not regarded as “mainstream.”

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Job title:	<b>Early Years Educator (Level 3)</b>
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## Person Specification

Essential Desirable

	Essential	Desirable
<b>Qualifications</b>		
1. NNEB Level 3 qualification or equivalent.	✓	
<b>Experience</b>		
2. Working with or caring for children at Foundation Stage, including those who may have special needs.	✓	
3. Significant experience in this role, ideally in a variety of early years settings.	✓	
<b>Knowledge</b>		
4. A sound understanding of early childhood development and learning.	✓	
5. Completion of an Induction Programme.	✓	
6. Training in the relevant learning strategies	✓	
7. First aid training/training as appropriate is desirable	✓	
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. Understanding of Healthy Schools initiative and Every Child Matters framework.	✓	
12. An understanding of Child Protection / Safeguarding issues and procedures	✓	
<b>Skills</b>		
13. Good numeracy and literacy skills.	✓	
14. Effective use of ICT to support learning.	✓	
15. Use of other equipment technology.	✓	
16. Ability to relate well to children and adults	✓	
17. Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
18. Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.	✓	

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19. Ability / experience of undertaking individual assignments above routine Early Years Educator work.	✓	
20. Displays commitment to the protection and safeguarding of children and young people.	✓	