

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 Level 2 |
| Directorate: | Mapledene & Queensbridge Children's Centre |
| Reporting to: | Centre Manager / Headteacher |
| Grade: | Scale 5 |

Job description

Purpose of the post:

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

Main duties and responsibilities:

Support for Children:

- Work under the guidance of the class teacher and colleagues, in order to support and extend the children's learning.
- Contribute own thoughts and ideas to termly, weekly, daily plans and Individual Education Plans (IEPs).
- 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, under the direction of the teacher.
- 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.
- Accompany children on outside activities (eg. swimming, 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 the introduction and settling in process for children and families into the school/centre, including initial home visit with parent and giving initial information on school/centre 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 school/centre policy.
 - Be the first contact for key parents.
 - Set targets and review IEPs, in collaboration with the Special Educational Needs Co-ordinator (SENCO).
 - Initiate and implement IEPs through regular liaison with Teaching Assistants, 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 and include children with SEN and attend case conferences and reviews with teacher as appropriate.

Safeguarding:

- Maintain high standards of hygiene.
- 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.

Mentoring/Advising:

- Induct, train and mentor less experienced staff.

Personal care:

- Dress and undress children whenever necessary throughout the day including during arrivals, departures, playtimes and Physical Education (P.E.) classes.
- Prepare children for swimming and dress them afterwards if required.
- 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.
- Under guidance, assist individual children with their mobility and independence. Training children in the use of their equipment, with advice and information passed on from other professionals e.g. Occupational Therapist and Physiotherapist etc.

- Toilet children, with assistance from colleagues where it has been assessed that more than one member of staff is required. Occasionally, changing incontinent children who have soiled, with help from colleagues.
- Attend in-service training, participating job reviews/appraisals in line with school and LEA procedures.

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:

- Take part in the school's performance management system.

-
- Attend governing body meetings on a regular basis.
 - Enhanced CRB 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 Level 2 | |
|-----------------------|--|------------------------------|-----------|
| Person Specification | | Essential | Desirable |
| Qualifications | | | |
| 1. | NNEB Level 2 qualification or equivalent. | ✓ | |
| Experience | | | |
| 2. | Working with or caring for children at Foundation Stage, including those who may have special needs. | ✓ | |
| Knowledge | | | |
| 3. | A sound understanding of early childhood development and learning. | ✓ | |
| 4. | Training in the relevant learning strategies. | ✓ | |
| 5. | First aid training/training as appropriate is desirable. | ✓ | |
| 6. | Understanding of relevant polices/codes of practice and awareness of relevant legislation. | ✓ | |
| 7. | Good working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies. | ✓ | |
| 8. | Understanding of Healthy Schools initiative and Every Child Matters framework. | ✓ | |
| 9. | An understanding of Child Protection / Safeguarding issues and procedures. | ✓ | |
| Skills | | | |
| 10. | Good numeracy and literacy skills. | ✓ | |
| 11. | Effective use of ICT to support learning. | ✓ | |
| 12. | Ability to relate well to children and adults. | ✓ | |
| 13. | Ability to self-evaluate learning needs and actively seek learning opportunities. | ✓ | |
| 14. | Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. | ✓ | |
| 15. | Display commitment to the protection and safeguarding of children and young people. | ✓ | |