



Job Description for Early Years Educator

36 hours a week

PURPOSE OF THE JOB

- Supported by the direction of teaching staff, to develop, plan and deliver a curriculum for children in the centre.
- To act as a keyworker for a group of children.
- To work cooperatively with parents, other centre users and other professionals to ensure that the needs of all children are met.
- Staff may also supervise whole classes occasionally in the short-term absence of teachers, with a primary focus of maintaining good order and keeping pupils on task.

SUPPORT FOR PUPILS

1. 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.
2. Assess the needs of children and use detailed knowledge and specialist skills to support children's learning
3. Establish productive working relationships with pupils, acting as a role model and setting high expectations
4. Develop, write and implement IEPs.
5. Promote the inclusion and acceptance of all children within the centre.
6. Support children consistently whilst recognising and responding to their individual needs
7. Encourage children to interact and work co-operatively with others and engage all children in activities
8. Promote independence and employ strategies to recognise and reward achievement of self-reliance
9. Provide feedback to children in relation to progress and achievement
10. Organise and manage appropriate, healthy, safe and stimulating learning environment and resources
11. Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
12. Monitor and evaluate children's responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
13. Provide objective and accurate feedback and reports as required on children's achievement, progress and other matters, ensuring the availability of appropriate evidence
14. Record progress and achievement in activities systematically and providing evidence of range and level of progress and attainment
15. Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
16. Supporting the role of parents in children's learning and lead meetings with parents to provide constructive feedback on children's progress/achievement etc.
17. Produce lesson plans, worksheet, plans as supported by teaching staff etc.
18. Write termly reports for each child.
19. Represent the centre at case conferences with other professionals.
20. Be responsible for the physical care needs of children.

SUPPORT FOR THE CURRICULUM

1. Deliver learning activities to children within agreed system of supervision, adjusting activities according to the child's responses/needs
2. 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
3. Use ICT effectively to support learning activities and develop childrens' competence and independence in its use
4. Select and prepare resources necessary to lead learning activities, taking account of childrens' interests and language and cultural backgrounds
5. Advise on appropriate deployment and use of specialist aid/resources/equipment

SUPPORT FOR THE SCHOOL

1. Supervise students on work placements.
2. Attend training courses.
3. 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
4. Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop
5. Contribute to the overall ethos/work/aims of the centre
6. Establish constructive relationships and communicate with other agencies/professionals to support the welfare, achievement and progress of the children
7. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting children
8. Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
9. Contribute to the identification and execution of appropriate out of centre learning activities which consolidate and extend work carried out in the centre.
10. To undertake any other duties commensurate with the role



Early Years Educator / Teaching Assistant Person Specification

	Essential	Desirable
Qualifications		
EYE NVQ 3 / NNEB qualification or equivalent.	✓	
Paediatric first aid	✓	
Food Hygiene Level 3		✓
Experience		
Working with children at Foundation Stage, including those who may have special needs within a school environment.	✓	
Working as an EYE within a Reception classroom in a mainstream state primary school.		✓
Evidence of working as a team member to improve outcomes for individuals and small groups	✓	

Knowledge		
A sound understanding of early childhood development and learning and be committed to high levels of achievement for all pupils	✓	
Training in the relevant learning strategies.	✓	
Understanding of relevant policies/codes of practice and awareness of relevant legislation.	✓	
Good working knowledge of foundation stage curriculum and other basic learning programmes/strategies.	✓	
An understanding of Child Protection / Safeguarding issues and procedures	✓	
An understanding of the role of an Early Years Educator and how this will develop in partnership with the Teacher	✓	
Demonstrate an understanding of the importance of relationships between, outside agencies (e.g. Speech and Language Therapists) parents, other school staff and the immediate teaching team	✓	
Skills		
Good numeracy, literacy, communication skills; verbal, written and by email.	✓	
Effective use of ICT to support learning and good knowledge of IT, including the use of email software.	✓	
Be an excellent role model; support a positive ethos within the class and provide a caring environment for the children	✓	
Ability to relate well to children and parents.	✓	
Can work effectively, both as part of a team and on their own, and can form effective working relationships with other staff.	✓	
Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.	✓	
Is pro-active and can anticipate the needs of their Class Teacher and children.	✓	
Is flexible and adaptable, and is willing to go 'the extra mile' for the good of the school.	✓	
Display commitment to the protection and safeguarding of children and young people and all other school policies.	✓	
Ability to maintain confidentiality	✓	
Has a firm understanding of inclusion and equal opportunities principles	✓	
To be able to use a range of strategies to support children with their language development e.g. Makaton, PECS, TEACHH, TEAM TEACH		✓