



Pembury House Nursery School & Children's Centre
Woodlands Park Nursery School & Children's Centre
Rowland Hill Nursery School & Children's Centre

Post: EARLY YEARS EDUCATOR & KEY PERSON (EYEKP)
(FOR TERM TIME & ALL YEAR ROUND STAFF)

Grade: Scale 5

JOB DESCRIPTION

The Key Objectives of the post are:

- A. The EYEKP is expected to work as a partner in the team together with the teacher or team leader in the class. The teacher or team leader retains overall managerial responsibility for the team and its work**
 - B. To be an effective, supportive member of a team contributing to the planning, preparation, delivery and evaluation of learning experiences that will enhance children's physical, intellectual, linguistic, emotional, social and moral development.**
 - C. To contribute to the provision and maintenance of a healthy, safe and stimulating environment.**
 - D. To develop and maintain professional links with parents and the Authority.**
 - E. To fulfil the responsibilities of a key person. These include building a close relationship with a group of key children and their parents/carers and supporting these children's learning needs.**
- **Please note: the post holder may be required to work across either of Pembury's sites – with Over 3s or with 2 year olds.**
 - **With the guidance and supervision of the leadership team which will include teachers and/or team leaders/managers, the post holder will be required to undertake the following main duties in contracted hours and within an agreed system of supervision:**

Main Duties

1. To be a key person taking responsibility for developing close professional relationships with an identified group of children and their parents, to support children's emotional well-being and learning.
2. Take responsibility for working with groups of children on planned learning experiences including preparing, setting up, managing, clearing up materials and equipment, in both indoor and outdoor learning areas.
3. Take a role in the planning and delivery of the Early Years Foundation Stage Framework, including Literacy and Numeracy programmes.
4. Take a role in providing a communication rich environment that promotes independent opportunities for curiosity and inquiry, and the use of natural and open-ended resources
5. Ensure classroom displays document the learning process
6. Take sole charge of a class of children and an adult helper for short periods of time, in unusual circumstances or emergencies, and have responsibility for dismissing children at the end of the day.
7. Make observations and assessments of children's play, progress and behaviour, creating and maintaining electronic or hard copy (as directed) Learning Journeys and Learning Stories, and use these to contribute to planning and record keeping with the class team.

8. Foster children's language development, and where appropriate, encourage and support the use of home languages.
9. Foster children's independence, self-reliance and confidence.
10. Support children to develop personal care skills including toileting, feeding, and washing.
11. Take small groups of children out of school to develop their interests in their local environment and to support teachers on organised school trips.
12. Support children with a variety of Special Education Needs and Disabilities (SEND) within the classroom environment.
13. Undertake to clean and change any child with Special Educational Needs or Disabilities (SEND) as part of the daily routine of that child.
14. Attend SEND review meetings and contribute to any discussions regarding the progress of children in your care. Ensure that children with SEND are fully integrated into the class and ensure that any legal requirements and the Local Authority's inclusion policy are implemented.
15. Be aware of any particular health problems of a child and, with the knowledge of the class teacher, and following appropriate training, and if willing, give necessary regular treatment of medication with the written consent of parent or carer.
16. Support children's transitions into nursery or the child's next setting, in partnership with the class teacher, and by liaising with local schools and nurseries as required.
17. Maintain effective, professional relationships with external partners, e.g. Support Teacher, Physiotherapists, Speech Therapists, and Psychologists and carry out recommended programmes.
18. Maintain good order and discipline amongst the children, both on the premises and when engaged in school activities elsewhere, in line with the school's positive behaviour management policy.
19. Work with and supervise children both inside and outside as required, helping to provide healthy snacks/drinks during each session and during lunchtimes as appropriate.
20. Be familiar with school policies and help ensure their implementation.
21. Be aware of government initiatives and contribute to their implementation.
22. Implement the School's equal opportunities policy fully, and work actively to overcome discrimination and stereotype.
23. Provide basic first aid as appropriate
24. Be aware of safeguarding issues, identify and monitor suspected child abuse and children at risk, report to the Designated Safeguarding Lead, and contribute to safeguarding and well-being meetings as appropriate.
25. Share in making decisions and recommendations about practice and organisation of space to maximise the achievement of all children.
26. Contribute to the selection, making and maintenance of resources, using natural and beautiful materials where possible
27. Maintain effective and professional relationships with parents, meeting with them as appropriate including at parent / key person meetings.
28. Share information and develop home/school links by encouraging and promoting parental involvement in a range of school activities and maintain confidentiality at all times.
29. Work co-operatively with school health professionals, taking part in health education programmes as appropriate.
30. Assist and support new starters, volunteers or student placements.



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Personal responsibilities

1. Be aware of key school plans, policies and procedures, especially the Health and Safety Procedures and Child Protection Procedures.
2. Take part in Performance Management in order to identify & agree development and training needs.
3. Within your contracted hours, undertake Induction Training and other training as identified in Performance Management Processes, as may be required to enable you to provide the school with effective support. Training may be provided centrally or in school.
4. Within your contracted hours, attend, participate and contribute to staff meetings/ training sessions
5. Be aware of the learning and physical needs of the pupils you support.
6. Respect the confidentiality of pupil information and respond sensitively to pupils' needs
7. Be aware of & actively implement Haringey's Equal Opportunities Policy & the School's Equality Policy.

Other Duties

Undertake other temporary duties consistent with the basic objectives and/or duties of the post, to ensure the smooth running of the nursery school.

PERSON SPECIFICATION

Post: EARLY YEARS EDUCATOR & KEY PERSON (TERM TIME & ALL YEAR ROUND)
Grade: Scale 5

These are the qualities we believe to be necessary to the job:

Qualifications & Experience - Essential	Knowledge - Essential	Skills – Essential	Skills – Desirable
<ul style="list-style-type: none"> Level 3 or above childcare qualification At least 2 years' experience of working with Under 5s in a <u>GROUP</u> setting Can complete this application form using excellent literacy skills <p><i>If qualified from September 2017 onwards, the following are essential:</i></p> <ul style="list-style-type: none"> GCSE grade C or above (or equivalent) in Maths and English Paediatric First Aid Qualification 	<ul style="list-style-type: none"> Knowledge of how young children grow, develop and learn Knowledge of the EYFS (2021) and of how to plan an exciting, innovative curriculum Knowledge of equal opportunity issues and commitment to including all children Knowledge of safeguarding procedures Knowledge of how to look after your own and other's well-being in a busy nursery 	<ul style="list-style-type: none"> An understanding of what makes a successful team and able to work as an effective team member Able to communicate effectively, with good verbal and written skills, and can write clear observations and reports A reflective practitioner able to use a range of assessment for learning skills to help children make progress Uses IT for teaching, learning and assessment Good time management and classroom organisational skills Energetic, enthusiastic and willing to embrace new initiatives Great partnership working with parents and professionals 	<ul style="list-style-type: none"> Ability to speak a community language (please specify) Experience of working within a diverse community Experience of working in a 'green' environment <p><i>If qualified before September 2017 the following is desirable:</i></p> <ul style="list-style-type: none"> GCSE grade C or above (or equivalent) in Maths and English Paediatric First Aid Qualification