Early Years Educator

Closing date: Midnight on Sunday 29th January 2023

Reference: LAY/ 1284

Early Years Educators

Required for as soon as possible

Grade range: Scale 5, Spine Point 12 -15
Salary range: £29,364 - £30,852 per annum pro rata
Actual salary: £25,341- £27,099 per annum
Working hours: Full Time, 35 hours per week, 8:30am - 4pm, Term Time Only
Contract: Permanent

Laycock Primary school is a community school for boys and girls aged 3 to 11 with a two-form entry mainstream and a 68-place resource base for Deaf children. We have a policy of integration and promoting inclusivity across the school which has been very successful. The school's motto is "If you believe it, you can achieve it" and this forms the basis of our philosophy of inclusion of no child left behind. This is underpinned by our high expectations, an exciting curriculum, and a strong focus on well-being and the importance of developing the whole child. The unique inclusivity enables the children at our school to enjoy each other's company, learning early on that diversity is a positive thing. We work hard to instil ambition in all children and to promote the school's values of kindness and unity.

We are seeking to appoint two Early Year Educators to work with our nursery team. You will work alongside the Early Years Phase Leader and Class Teacher; you will demonstrate commitment and a proactive solution focussed approach in support of inclusion and behaviour for our pupils.

We encourage visits to the school from prospective candidates. To arrange a visit please contact Amy Lazarcyzk by email at *office@laycock.islington.sch.uk*

Closing Date: **Midnight on Sunday 29th January 2023**
Interviews: **During week commencing 30th January 2023 (interviews may also be organised as the school receive applications)**

How to apply:

- To apply for this post, please visit **www.islington.gov.uk/jobs**
- Completed application forms must be received by Midnight on Sunday 29th January 2023.

- If you need assistance, please email HR team at schoolsrecruitment@islington.gov.uk quoting the job reference LAY/1284. For an informal discussion about the role, please contact the school directly.
- Please note that CVs are not accepted in line with Safer Recruitment practices.

Laycock Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants. Also, if this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to declare.

In line with KCSIE 2022 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

Please note the advertised actual salary is a range based on continuous service, with the maximum range indicating 5+ continuous years with local government/schools. The starting salary will be calculated based on the individual circumstances of the successful candidates.

Schools
JOB DESCRIPTION

POST: Early Years Educator

GRADE: Scale 5 point 12 -15

SECTION: LAYCOCK PRIMARY **-** Nursery

RESPONSIBLE TO: Nursery Teacher Early Years Phase Leader

PURPOSE OF THE POST

To be responsible, under the overall direction and management of the Early Years phase leader/headteacher and class teacher, for the implementation of programmes of learning and developmental work with children including access to the foundation stage curriculum. To participate in maintaining and developing contacts with parents and all other agencies relevant.

MAIN DUTIES & RESPONSIBIITIES

1. To provide a planned and stimulating environment which ensures educational and social, emotional and physical developmental opportunities for children in groups.

2. To provide the appropriate planned and stimulating educational and developmental opportunities for children with special educational and other needs, as required, within an integrated programme for the centre/school as a whole.

3. To provide support to a defined group of individual children providing each child with continuity of care throughout the child's time at the school, in partnership with their parent/carers.

4. To maintain high professional standards and levels of care and hygiene, for both children and resources.

5. To be responsible for the care of and the reporting of necessary maintenance to equipment used by children.

6. Responsibility, as a member of a team for creating an environment which ensures the physical, social, emotional and conceptual development of children by:

7. Having an understanding of children as individuals. Knowledge of the characteristics, needs and interests of particular age groups. An understanding of varied cultural patterns of childrearing. An understanding of different child care practices.

8. Having a commitment to positively supporting the needs of children of both sexes and of all racial backgrounds.

9. Observing and being involved with the children in their activities, stimulating, encouraging and extending these activities. Contribution to written observations and records.

10. Being aware of issues relating to children with special educational needs including physical disability, behavioural and learning difficulties. Helping to ensure an atmosphere in which children with special educational needs are valued and respected and working positively with those who display discriminatory attitudes and behaviour.

11. Sharing with other members of the team responsibility for the preparation of the rooms and the outside area, checking equipment and ensuring maintenance of safe, creative and stimulating classroom environment. Taking part in day to day discussions concerning immediate issues. Contributing to forward planning and assessment of nursery practice/policy by regular meetings of the nursery team.

12. Promoting the children's growth in independence and self-reliance.

13. As a member of a team support children through play, talk and exploration to experience and enjoy the whole school curriculum by:

- enabling the growth of the children's language and their enjoyment of the written and spoken word by; talking with individual children and with small groups

- building up a suitable collection of rhymes, stories, jingles and songs which may be passed on to the children in small groups

- valuing each child's mother tongue and supporting and encouraging the learning of English as a second language

- understanding the importance of books and their suitability.

14. In consultation with the team taking responsibility for groups of children for varying types of activity.

15. Maintaining on-going observation of the children in the school paying particular attention to children subject to Child Protection Procedures, implementing the Council's Child Protection Procedures and preparing the School's observational reports for case conferences.

16. Ensuring that information about children's progress and welfare is recorded and communicated to senior staff on duty and to parents as required.

17. To participate in a programme of management supervision and in planning meetings with the team.

18. To represent the School of external meetings as appropriate i.e. Neighbourhood groups, sector meetings.

19. To assist in maintaining regular contacts with other professionals (parents, primary schools, social services etc) and where appropriate, and after consultation with the agreement of parent/carers (unless 12 above applies), inform them of significant facts in respect of the children's' progress in regard to SEN issues, child protection and general welfare.

20. To promote non-discriminatory behaviour amongst the users and staff in keeping with the Council's Equal Opportunities Policy, with particular regard for the eradication of racist, sexist and heterosexist practices, and those which discriminate against persons with special needs or disabilities.

21. Attend and participate in relevant training, during contracted hours, and share the knowledge and ideas gained with colleagues in the nursery/class/care group room.

22. To work with students on placement at the School, and where appropriate to encourage their participation in planning and developing activities with the children.

23. To help support the school programme for parental and community involvement including undertaking home visits (accompanied by another member of staff), outreach work, placement visits and contract meetings, during contracted hours.

24. Ensuring that all services within the area(s) of responsibility are provided in accordance with the Council's commitment to high quality service provision to the consumer.

25. Such other minor and/or non-recurring duties, appropriate to the post, as may be directed.

Behavioural and Pastoral

26. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.

27. Understand and implement school child protection procedures and comply with legal responsibilities.

28. Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.

29. Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children

30. Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.

31. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

32. Supervise pupils in the playground and plan and organise play time activities.

33. Assist teachers by receiving instructions directly form professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

Other

34. Work as part of the staff team at the direction of the SLT/Class Teacher to support teaching provision and pupils' learning.

35. At the direction of the Class Teacher, to help to organise classroom activities, prepare resources and implement strategies for teaching and learning.

36. Any other duties required by the class teacher, Deputy Headteacher, or the Headteacher, which is within the scope of this post

37. At all times carry out duties with due regard to the school's Health and Safety policy

38. To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour

39. Undertake any other reasonable duties from time to time as may be directed by the Headteacher or his/her nominee

Confidentiality

40. The nature of the job requires a high degree of initiative, confidentiality, tact and discretion when handling information, which could be confidential

41. At all times, the post holder should demonstrate the ability to form and maintain appropriate relationships and personal boundaries with children and young people, other staff and those that work within the Office team

Personal Responsibilities

42. Your manner and dress should project professionalism and instil confidence

43. Treat all staff, pupils, parents, carers and visitors with respect and courtesy

44. Be responsible for own career development and undertake training, professional development and other learning activities as appropriate

45. Be aware and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to the relevant person

46. Be a suitable person to work with children and undertake an Enhanced Disclosure and Barring (DBS) check and other employment checks

47. Undertake other reasonable tasks as directed by the school's SLT

Performance Standards

48. To monitor and manage your own workload and keep record in an agreed format

49. To achieve agreed targets and personal development targets as agreed and set by your line manager

50. To ensure that the school's customer care standards are met and adhered to

51. To ensure that all duties are performed in accordance with the Council's financial regulations

52. At all times to carry out the responsibilities of the post with due regard to the Equalities Act.

Schools
PERSON SPECIFICATION

POST: Early Years Educator

GRADE: Scale 5 point 12 -15

SECTION: LAYCOCK PRIMARY **-** Nursery

	REQUIREMENTS	
	EDUCATION and EXPERIENCE	**A/I/T**
E1	Hold the NNEB certificate or equivalent i.e. CSS, CQSW, SEN, SRN, NVQ Level 3 Childcare and Education or BTEC Diploma in Nursery Nursing (with suitable practice placements) or equivalent qualification and two years post qualifying experience.	
E2	Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C) (or by test).	
E3	Experience of working with children (either in a paid or unpaid capacity) preferably in an education setting.	
	KNOWLEDGE, SKILLS and ABILITY	
E4	Have relevant experience and an interest in working with children including those with special educational needs.	
E5	Have an understanding of the early years curriculum	

E6	Have an ability to record children's progress	
E7	Have a clear understanding of children's physical, emotional and educational development.	
E8	Have a high expectations of children and strategies for raising achievement of all children	
E9	Have an ability to express themselves effectively both orally and in writing with both adults and children	
E10	Have an understanding of successful team working and the ability to work as part of a team.	
E11	Have an understanding of and commitment to equal opportunities for all children in an urban and multicultural environment within the Council's/School's Equal Opportunities Policy.	
	E= Essential D= Desirable	
	Assessed by: A= Application I= Interview T= Test	

APPLICATION PROCESS

Completing your application

Completed application forms must be received by **Midnight on Sunday 29th January 2023**

School visit

We encourage visits from prospective candidates. To arrange a visit please contact Amy Lazarcyzk: office@laycock.islington.sch.uk

All applications must be submitted in the following way:

How to apply

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Shortlisting

- The shortlisting and selection will be made by a panel of senior leaders. Shortlisted candidates will be notified immediately after shortlisting has taken place and will be provided with further information on the selection process.

References and Safeguarding children

- Candidates are advised that references will be taken up during the shortlisting process. Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set. In all cases at least two professional references are required.
- The post will be offered subject to satisfactory completion of pre-employment checks.
- Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

Interviews

- Interview will be held during week commencing 30th January 2023. Interviews may also be organised as the school receives applications.

Laycock Primary School in Islington.

The children at Laycock Primary will be inspired, enthused, engaged and active- not only with the power of their learning, but the power of their life choices within our school, community and wider world. We aspire to revolutionise each subject within our curriculum to ensure our children gain cultural capital, a wide variety of exposure to happenings around the world and first-hand experience which is crucial to all learners. Our curriculum has been created based on the individuality of our local area, our community and the current world we live in.

*We **will** prepare our children to ask questions, hunt for answers and base decisions on their moral compass. Our enquiry based, experiential learning **will** ignite and develop our children to embody our school values: aspirational, creative, curious, resilient, respectful and friendly.*

As a school, we have a responsibility to drive towards equality. We believe that the diversity of our school and families strengthens our school's community and ensures we promote, teach and enable equity. We vow to be reflective and stay on top of current issues of the world that we live in. Our curriculum has been inspired by a 'windows and mirror' analogy: we plan and strive to allow opportunities, also known as 'windows', for children to view into the experiences of others. We also plan and strive for representation, also known as 'mirrors', to reflect individuals and ensure our children see themselves in and around our school. This gives us new ways of seeing kinder ways of living and wider ways of being.

Additionally, we pride ourselves on working with and embedding values from the United Nations and British Council to help create active, 21st Century learners being capable and passionate to impact and benefit the future. To achieve this, a large focus of our curriculum has been looking at our curriculum through a 'social justice lens' to ensure that all of our pupils are represented and acknowledged in our teaching to ensure learning is relevant to them as young people living in London.

*Laycock learners **will** break barriers, challenge stereotypes, learn from classic and current role models and understand the importance their decision and actions have on life. We learn about and celebrate over 30 role models throughout our curriculum through an initiative we have named #IAm. Our aim is to eliminate and break any stereotype: we celebrate each and every role model for who they are, not just what they are or have achieved, similar to how we celebrate our children at Laycock. We made a conscious choice to pick role models that represent us: age, race, gender, religion, ability, disability, cultural background, skin colour and more.*

www.laycock.islington.sch.uk

https://twitter.com/LaycockPrimary

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