

JOB DESCRIPTION

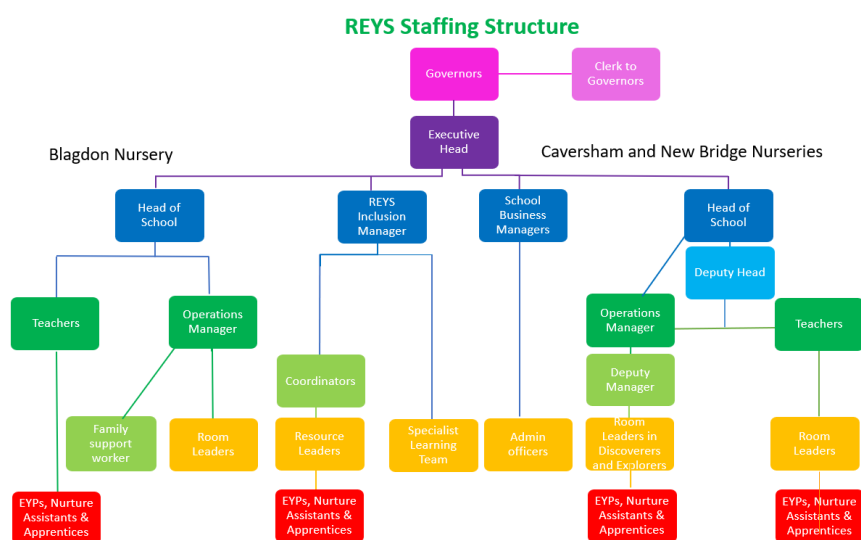
READING BOROUGH COUNCIL	Department/Directorate: Education & Children's Services
Post Reference No:	Location: REYS Federation
Job Title: Early Years Educator	Grade/Salary Range: RG3m (scp 8-11) T1205 RG4b (scp 11-17) K381 July 2026

JOB PURPOSE

- Provide high-quality and safe provision which promotes the physical, emotional, social, and intellectual development of all children attending the Nursery.
- Forge positive, professional relationships with families, always acting in the best interests of each child.
- Work collaboratively as part of a team to ensure the efficient and effective running of the Nursery.

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

Reporting line depends on where the post is based within the Federation



MAIN DUTIES AND RESPONSIBILITIES

- Promote the health, safety and welfare of the children in the Nursery at all times.
- Demonstrate a thorough understanding of, and ability to follow, all relevant OFSTED and Federation policies and procedures.
- Organise safe, secure, and stimulating environment for a range of activities which promote children's development
- Use initiative to ensure the smooth running of the activities taking place.
- Demonstrate inclusive practice at all times.
- Assist with the meeting of all children's hygiene requirements.
- Interact appropriately with the children at all times, in all environments and all weathers: being at their level, which may include working on the floor.
- Model positive social interaction, play, and provide exciting, inclusive learning experiences.

- Participate in staff meetings called by the Executive Head, Head of School /Deputy Head Teacher, SENCO/Inclusion/ Manager/ Day care Management/Team Leader including discussing curriculum and projects and the smooth running of the Nursery.
- To undertake any other reasonable duties instructed by the relevant line manager

Child Development and Curriculum

- Understand and follow the EYFS curriculum, ensuring activities support the development of all children.
- Plan and set up relevant and exciting activities to support children to learn through their play
- Contribute to the weekly planning and work towards the 'end points' as agreed.
- Contribute to managing behaviour consistently within the Federations' behaviour management policy
- Organise and manage stimulating and safe learning resources
- Supervise children while eating to ensure their safety.
- Supervise children while sleeping to ensure their safety.
- Check levels of materials, resources and consumables, following Federation procedures for requesting stock.
- Attend offsite activities and trips out for cultural capital as required

Keyworker Responsibilities

- Take responsibility for a group of key children, including planning to support their development and maintaining their records.
- Record children's progress and achievements, providing evidence of attainment as required.
- Complete, review, and implement ISPs,(individual Support Plans), PEPs (Personal Education Plans) for children as required (plan, do, review).
- Complete, review and implement Behaviour Plan as required.
- Write progress reports, 2-year-old checks, transition document and leavers 'reports as appropriate.
- Contribute and follow Health Care plan and administer medicine, as required
- Monitor and record children's wellbeing using tools such as Leuven scales, being alert to signs of trauma or ACEs.
- Liaise with internal and external professionals contributing to reports, attend the meeting, as necessary

Safeguarding

- Demonstrate a thorough understanding of, and ability to follow, and safeguarding policies and procedures, including Keeping Children Safe in Education (KCSIE).
- Recognise and respond to signs and indicators of abuse, knowing who the DSL/DDSL are.
- Know how to report safeguarding concerns using CPOMS and to the DSL/DDSL. (Designated Safeguarding Lead / Deputy Designated Safeguarding Lead)
- Attend Universal Safeguarding training and refresher training every 2 years.
- Know where to find Children's Single Point of Access contact details and know they can make a referral or contact for advice.
- Report information on CPOMS (an internet-based child protection reporting system)
- Assist DSL/DDSL's in completing reports for meetings as required.
- Have a good understanding of Prevent and undertake regular refresher training.

Equality, Diversity, and Inclusion

- Demonstrate inclusive practice at all times, in line with the Equality Act 2010.
- Encourage and support children to celebrate festivals and activities from their own and other cultures.
- Take account of children's interests, language, and cultural backgrounds when planning and delivering activities.
- Ensure all children and families are respected and their needs met, regardless of gender, race, disability, religion or belief, or sexual orientation.
- Challenge stereotyping, prejudice, and discrimination.
- Reflect diverse family structures and cultures in resources and curriculum

Family Engagement

- Greet, communicate and liaise with families daily, building positive relationships.

- Support families in understanding their child's development and learning needs.
- Know family needs: support and offer advice; seek extra support if necessary.
- Plan and carry out meetings and share information about their child's progress and the next steps
- Plan and carry out home visits, and inductions with families

Professional Development

- Attend and participate in all CPD sessions, INSETs, and relevant training courses.
- Take responsibility for own professional development, keeping up to date with current educational practices, health & safety, and safeguarding.
- Reflect on practice regularly, knowledge through self-evaluation and learn from feedback and others.

Federation Development and Teamwork

- Follow Federation vision, value, aims and ethos
- Share knowledge and good practice with colleagues
- Participate in staff meetings and curriculum discussions.
- Work with trainees, students, placements, casual and agency staff.
- To assist with and attend fundraising events for the Nursery.

Health and Safety and Administration

- Comply with all relevant standards of safety, security and hygiene, ensuring that knowledge of the standards is up to date.
- Read and implement all risk assessments
- Maintain a safe, clean, and hygienic environment for children and staff, ensuring that communal areas such as toilets, kitchen and laundry are always clean and in order.
- Maintain overall tidiness before, during and after each session.
- Report maintenance issues promptly
- Assist with daily administration, including answering phones, taking messages, and maintaining records (including accidents and incidents).

ICT and Data Protection

- Use ICT systems, including Tapestry, for communication, report writing, and record keeping.
- Follow GDPR and data retention guidelines and legislations, maintaining confidentiality at all times.
- Report all concerns to an appropriate person

CRITERIA FOR PROGRESSION TO RG4 (scp 11-17)

- Use your child development knowledge to ensure that all children are learning, being engaged and involved and being challenged
- Use your child development knowledge to ensure all children are making progress from their baseline assessments and throughout their time at The REYS Federation.
- Demonstrate the ability to observe children, to make assessments and planning of learning activities specific to their learning needs. This includes evaluating the effectiveness of activities.
- Support the team leader and management with researching, reviewing, evaluating and developing educational practices within the setting ensuring the best outcomes for children.
- Contribute to future plans for the Federation and Federation Development Objectives.
- Establish and sustain constructive relationships and communicate with external agencies and professionals.
- Contribute to / lead meetings with families to provide constructive feedback on children's' development progress and achievement.
- Handle effectively more difficult and sensitive discussions with families.
- Motivate others, organise and participate as an active member of the team.
- Contribute to /lead part of the CPD.

SCOPE OF JOB (Budgetary/Resource control, Impact)

SPECIAL/OTHER REQUIREMENTS or RESPONSIBILITIES OF THIS POST

What level of DBS check is required for this post ? ENHANCED WITH BARRED LIST CHECK

Is this post eligible for a check against the list of people barred from working with vulnerable adults? NO

Is this post eligible for a check against the list of people barred from working with children? YES

What other security/safer recruitment clearances are required for this post *(excluding standard identity/work permit/education qualification checks)*? – please specify

Is this post 'politically restricted'? NO

What Level H&S Responsibilities are applicable to this post? LEVEL 1

Please specify responsibility for implementing the Council's risk management strategy as it applies to the service, ensuring risks to service delivery and specific projects or initiatives are recognised and that actions are taken and monitored to mitigate risks identified

Please specify below any other Statutory Duties and/or responsibilities of this post not already covered in the 'Main Duties and Responsibilities' above

Reading Borough Council	Department/Directorate: Education and Children's Services
Job Title: Early Years Educator Level 3/4	Post Reference No:

Qualifications/Education/Training:

- NNEB, DCE or NVQ3
- Current First Aid course or willing to undergo training (within a month of being appointed)
- Basic Food Hygiene certificate or willing to undergo training (within a month of being appointed)
- Level 1 Health & Safety training will be given.
- Manual handling and lifting training will be given.
- Universal Safeguarding training will be given.
- To be willing to continue professional development.

Experience:

- Experience of working within an early years setting
- Being responsible for a group of key children, including planning for their development and maintaining their records.

Skills and Abilities:

- A clear understanding and knowledge of the EYFS
- Ability to demonstrate an understanding of child development and inclusive practice.
- Ability to plan activities to ensure children learn through their play
- Ability to set up relevant and exciting activities to facilitate children's learning.
- Ability to observe, assess, and plan to meet children's needs.
- Good communication skills both written and oral.
- Good administrative skills and IT skills.
- Understanding of current health and safety legislation.
- Understanding of current safeguarding practice.
- Flexibility
- Commitment to equality.
- Commitment to continuous improvement.

Specific Working Requirements:

There are 5 Inset days a year that need to be attended.

Full time working hours may also be compressed into a 4-day working week, those working all year round. (27.75 hours) or three pro rata days annual leave must be allocated from the annual leave entitlement to be used between Christmas and New Year. Another 50% must be used within term time holidays.