

JOB DESCRIPTION

Job Title	Early Years Educator
Responsible to	Head Teacher

Job Purpose:

To lead a school nursery class, under the supervision of an Early Years leader, by providing a safe, nurturing, and stimulating environment where young children can develop foundational skills in all areas of learning. To design and implement age-appropriate activities that promote physical, emotional, social, and cognitive growth while fostering a love for learning, in line with the Early Years Curriculum. This will include monitoring and assessing pupils and recording and reporting their progress.

Support for pupils

- Planning, implementing, and evaluating a range of developmentally appropriate activities and learning experiences.
- Maintaining respectful and genuine interaction with pupils using warm and responsive communication strategies, which are appropriate to their needs.
- Encouraging pupils to interact with others and engage in activities.
- Supporting pupils 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.
- Setting challenging and demanding expectations to encourage the development, independence, self-reliance, initiative and problem-solving skills of pupils.
- Setting individual pupil targets and observing activities, to monitor and accurately record their progress.
- Supervising and managing pupil behaviour, to ensure their safety and access to learning activities.
- Directing support staff within the nursery under the guidance of the Early Years Leader.
- Overseeing the introduction and settling in process for pupils into the Academy, including initial home visit with parent, giving initial information on Academy policies.
- Liaising with other professionals involved in the child's welfare (speech therapist, health visitor, support teacher etc.).
- Being supportive and welcoming to parents, recognising the expert knowledge they have of their children and encourage and value their involvement.
- Gathering, reporting information from and to parents/carers as directed.

Support for the curriculum

- Supporting pupils in respect of local and national learning strategies
- Using appropriate systems to support pupils' communication skills.
- Creating an attractive and stimulating learning environment and valuing and displaying pupils' work.
- Leading in curriculum planning and contributing to Individual Education Plans (IEPs).

Support for the Academy

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Attending relevant meetings as required.
- Participating in training and other learning activities and performance development as required.
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes when required.

- Accompanying other staff members and pupils on visits, trips and out of school activities as required.
- Contributing to the overall ethos/work/aims of the Academy.
- Appreciating and supporting the role of other professionals.
- Working in a non-discriminatory way, being aware of difference and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential.

Safeguarding commitment

STEP Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for this post.

Personal Development

Maintain a commitment to your own professional development. Be aware of changing employment legislation, new developments and innovations through the use of publications, internet and other resources. Stay informed about relevant changes and emerging themes within the sector.

Commitment to Equality and anti-racism

STEP Academy Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Commitment to Diversity

Take individual and collective professional responsibility for championing the Trust's anti-racism agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

Green Statement

Seek opportunities for contributing to sustainable development of the Trust, in accordance with the Trust's Green Commitment. In particular, demonstrate good environmental practice such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction.

Data Protection

To be aware of the Trust's responsibilities under the Data Protection Act 2018 and GDPR and ensure compliance.

Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence.

Health & Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

The post holder may be required to perform other than these duties given in the job description. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility. The job description is not a comprehensive statement of duties but sets out the main expectations of the Trust.

PERSON SPECIFICATION

Job Title: Early Year Educator

Category	Essential	Desirable	Assessed by: Application Form	Assessed by: Interview
Qualifications and Experience				
CACHE/ NNEB or NVQ Level 3 qualification or equivalent experience	√		√	√
Significant experience in working with or caring for children at Foundation Stage, including those who may have special needs, ideally in a variety of early year's settings	√		√	√
Experience of working in within a school setting		√	√	√
Experience of working as a key worker for a group of children and their families		√	√	√
Experience in planning, implementing, and evaluating a range of developmentally appropriate activities and learning experiences.	√		√	√
Knowledge & Understanding				
A sound understanding of early childhood development and learning	√		√	√
Sound knowledge of the Early Years Foundation Stage (EYFS) framework and its application	√		√	√
An understanding of Child Protection / Safeguarding issues and procedures and Keeping Children Safe in Education	√		√	√
Understanding of relevant policies/codes of practice and awareness of relevant legislation		√	√	
First Aid training		√	√	
Skills and Abilities				
Good numeracy/literacy and communication skills.	√		√	√
Effective use of ICT to support learning	√		√	√
Ability to self-evaluate learning needs and actively seek learning opportunities.	√		√	√
Ability to relate well to children and adults.	√		√	√
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these	√		√	√
Able to be flexible and adaptable in the face of challenging circumstances with a respect for confidentiality	√		√	√

Ability to write detailed reports		√	√	√
High level of initiative and creativity		√	√	√
Ability to plan, devise and develop systems of work		√	√	√