

## Grading

### Job Description and Employee Specification

<b><u>Job title:</u></b> Early Years Educator	<b><u>Service area:</u></b> Education
<b><u>Post number:</u></b> PECL2138	<b><u>Division:</u></b> Schools
<b><u>Grade:</u></b> 6	<b><u>Section/team:</u></b> The Riverside Federation (Luddington and Garthorpe Primary/Eastoft CE Primary)
<b><u>Overall purpose of job:</u></b>  To encourage and support all aspects of the children's development, in line with the Early Years Foundation Stage (EYFS). Ensure the setting delivers high quality services, embracing quality assurance, by implementing the standards and continuously improving the setting.	
Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.	
<b><u>Main responsibilities:</u></b>  <ul style="list-style-type: none"> <li>• Undertakes a proactive Key Person role and builds positive relationships with parents/carers and professionals to support the individual needs of every child.</li> <li>• Implements all policies and procedures within the setting.</li> <li>• Maintains a safe, secure, friendly and clean environment.</li> <li>• Contributes to the planning of and delivers programmes of activity for the children.</li> <li>• Prepares meals/snacks for the children and ensures meal/snack times are pleasant social sharing and meet the individual dietary and healthy eating requirements.</li> <li>• Builds a portfolio of observational assessments and identifies children's progression in accordance with the requirements of the EYFS.</li> <li>• Access regular training updates and attend relevant CPD</li> <li>• Contributes and attends information sharing events for parents/carers.</li> </ul>	

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#### **Knowledge, skills and experience:**

- English and Maths GCSE Grade a-c or 4-9.
- Ability to carry out the role of proactive key worker building positive relationships with parents/carers and other professionals to support the individual needs of every child.
- Knowledge of legislation in respect of safeguarding and council procedures.
- Understanding of policies and procedures relating to the provision of day care and maintain a safe, friendly and clean environment.
  - Experience of contributing to the planning and implementation of appropriate programmes of activity for the children in collaboration with other staff.
- Ability to produce written records of children's development gained primarily through observation and assessment.
- Have the skills and knowledge to build a portfolio of observational assessments and identify children's progression in accordance with the requirements of the EYFS.
- Experience of keeping accurate written records on key children and sharing all information with parents/carers.

#### **Creativity and innovation:**

Policies and procedures are in place and must be adhered to along with other legislation and Ofsted welfare requirements. Routine problems would be within the provision of care for children such as dealing with illness or safeguarding both of which have procedures in place to be followed. Any significant issues would be dealt with by the team manager or deputy.

**Contacts and relationships:**

- Children who attend the setting on a daily basis
- Parents/carers on a daily basis when children arrive and leave recognising the need to communicate appropriately and effectively and build positive relationships
- Work with professionals to support the individual needs of every child including contributing to the planning and delivery of activities for the children

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**Decision making:**

Makes managers aware of anything which may affecting the quality of care and service provision in the school setting, following the guidelines of the school and associated procedures.

**Responsibility for resources:****Financial resources:**

None

**Physical resources:**

- Laptop

Buildings

- None

**WORK ENVIRONMENT****Work demands:**

- Staff, on occasion, must prioritise specific areas of work due to the strict ratios required to work with children that may mean planned paperwork is put to one side.

**Physical demands:**

- Daily routines require physical effort such as cleaning, preparing food and moving equipment throughout the day.

**Working conditions:**

- Working with children naturally can create a noisy environment
- Due to the requirement to provide continuous outdoor provision, Early Years Educators will occasionally need to go outside in snow/rain for short periods.

**Work context:**

- There are always 2 members of staff minimum in the setting at any time. Work can involve challenging behaviour from children and contentious issues being raised by parents/carers. Early Years Educators are in contact with parents daily but any contentious issues would be dealt with by the teacher or SLT.

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**Position in organisation:**

Indicate how many staff the post is directly accountable for:

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Are posts in more than one location? Yes

Is the supervision/management shared with another post in the structure? No

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You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.

Coordinator of 2 Year Old Funding  
and Day Care Provision

Deputy Manager

Early Years Educator

Early Years Apprentice

Job Description Version Control

# Job Description and Employee Specification

Date evaluated	
Date updated	
Updated by (manager name)	
Checked by (HR name)	

ESSENTIAL CRITERIA	ASSESSED THROUGH:
<b>Knowledge, Skills and Experience</b>	<b>Application form (follow up at interview)</b>
<ul style="list-style-type: none"> <li>• Experience of looking after children</li> </ul>	
<b>Knowledge, Skills and Experience</b>	<b>Interview</b>
<ul style="list-style-type: none"> <li>• Working with vulnerable children and families</li> <li>• Comprehensive understanding of the Early Years Foundation Stage</li> <li>• Knowledge of Safeguarding Children</li> <li>• Knowledge of quality assurance framework</li> <li>• Good organisational skills</li> <li>• Good communication skills both written and verbal</li> <li>• Ability to prioritise workload</li> <li>• Ability to work as part of a team and support colleagues</li> <li>• Commitment to improving outcomes for Children &amp; Families</li> <li>• Approachable and able to engage positively with children and their families • Ability and enthusiasm to contribute to planning, review and continuous improvement •</li> <li>Commitment to customer care</li> <li>• Commitment to delivering best quality of care for each child</li> </ul>	
<b>Education, Training and Qualifications</b>	<b>Original documents</b>
<ul style="list-style-type: none"> <li>• English and Maths GCSE grade C and above or grade 4-9</li> <li>• Commitment to continuous professional development</li> </ul>	
<b>Working Arrangements</b>	<b>Interview</b>
<ul style="list-style-type: none"> <li>• Working across more than one site</li> </ul>	

DESIRABLE CRITERIA	ASSESSED THROUGH:
<b>Knowledge, Skills and Experience</b>	<b>Application form (follow up at interview)</b>
<ul style="list-style-type: none"> <li>• Awareness of safeguarding children</li> </ul>	

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<ul style="list-style-type: none"> <li>Good organisational skills</li> <li>Good communication skills</li> </ul>	
<b>Knowledge, Skills and Experience</b>	<b>Interview</b>
<ul style="list-style-type: none"> <li>Knowledge family support services</li> </ul>	
<b>Education, Training and Qualifications</b>	<b>Original documents</b>
<b>Working Arrangements</b>	<b>Interview</b>

<b>THE POST IS SUBJECT TO:</b>
<b>Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974</b>
Yes ✓ No <input type="checkbox"/>
<b>Political restriction</b>
Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>The ability to speak fluent English under the Immigration Act 2016</b>
Yes ✓ No <input type="checkbox"/>

• Version Control	
Author	HR Policy Team
Status	V0.1
Date approved	19 September 2012
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