

## **HADLEIGH COMMUNITY PRIMARY SCHOOL & NURSERY JOB DESCRIPTION & PERSON SPECIFICATION**

**POST: EARLY YEARS EDUCATOR**

**GRADE: GRADE 3**

**Reporting Arrangements: NURSERY/RECEPTION TEACHERS and EY PHASE LEADER**

**Job Purpose:** To work as an effective member of the EYFS team in the provision of high-quality inclusive play and learning opportunities for all children attending the setting. To work with colleagues to provide a safe, welcoming, purposeful, stimulating and encouraging environment both indoors and outdoors.

### **General duties and responsibilities**

1. To give support to the Class Teacher in the planning and delivery of the EYFS curriculum, indoors and outdoors, in accordance with the 7 areas of learning and characteristics of effective learning
2. To help set up the learning environment for the day and to help to tidy away at the end of the session, ensuring that all toys and equipment are clean and safe at all times
3. Implementing risk assessments, as delegated, to ensure the well-being of children and adults in the setting
4. To work as part of a team in order to provide an enabling environment in which all individual children can play, develop and learn.
5. To build and maintain strong partnership working with parents (under the guidance and direction of the Class Teacher) to enable children's needs to be met.
6. Under direction from the teachers, add information from observations and assessments to the online learning journal

### **Areas of Responsibility, Key Tasks and high-quality practice**

1. Support learning and development by working with pupils within a classroom or in the Forest School setting, on trips, visits and other activities, under the direction of the Class Teacher.
2. Promote the general progress and well-being of individual pupils and classes/ groups. Recognise and nurture their abilities and aptitudes by the introduction and development of new initiatives, under the guidance and direction of the Class Teacher.
3. Support and assist the Class Teacher in maintaining good order and discipline in the classroom/school, by actively engaging with pupils to promote and enforce the school's behaviour policy
4. Recognise and support social and pastoral needs by actively engaging with groups and individual pupils, both within the classroom and throughout the school day, seeking advice where necessary from the Class Teacher and/or Headteacher.
5. Supervise pupils where ever they are on the premises as required as part of the school's agreed

duty rota.

6. Refer to and liaise with the Class Teacher to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for pupils.
7. To assist children with toileting when appropriate and other health and self-care issues
8.
  - Keep up-to-date with current good practice in the EYFS
  - To interact and play with children, supporting them to develop skills, to be flexible, responsible and caring at all times
  - To recognise individual needs – Special Educational Needs (SEN) and disability, English as Additional Language (EAL) and cultural diversity
  - Potential to act as a key person for a group of children
  - To be an active member of the team
  - Ensuring confidentiality is maintained at all times
  - To liaise with staff and parents/carers, ensuring the smooth daily running of the setting is maintained. Ensure that all concerns and complaints are dealt with in a professional manner and in accordance with the policies and procedures
  - Attend regular team meetings
  - To promote smooth transitions for children
9. Use initiative to solve straightforward problems to assist the progress of pupils within clearly specified boundaries. Seek advice from the Class Teacher in the event that complex or serious problems occur.
10. Prepare resources, as directed by the Class Teacher.
11. Carry out routine administrative tasks.
12. Use the New Development Matters framework to support observations and assessments and direct interaction with the children
13. Carry out observations of the children throughout the day and to record and upload them onto Tapestry for the class teacher
14. Participate in meetings relating to pupils, as required
15. Follow Health and Safety procedures at all times, particularly with regard to pupil safety and that of staff colleagues.
16. Use your required paediatric first aid qualification to treat children when a first aid incident occurs and to record it in the accident/incident log.

### **Safeguarding responsibilities**

1. To understand the safeguarding responsibilities which are part of your employment and your role
2. To adhere to all safeguarding policies and procedures at all times (both LA school and statutory)

3. To act and always be seen to act in the child's best interests
4. To avoid any contact which would lead any reasonable person to question your motivations and intentions
5. To take responsibility for your own actions and behaviour
6. To undertake and complete all safeguarding training as required and to ask questions if you do not understand your responsibilities

### **Other Key Tasks**

1. Actively engage in teamwork throughout the school.
2. Actively engage in the school's Appraisal process.
3. Maintain awareness of current trends in EYFS and Primary education and actively support inclusion developments in the school.
4. To ensure an up-to-date knowledge of local safeguarding children procedures and ensure these procedures are embedded in everyday practice
5. Safeguard and protect children and young people and implemented in line with statutory requirements.
6. Maintain confidentiality in all school matters.
7. Recognise and actively support the aims, objectives, policies and procedures of the school.
8. To undertake any other reasonable duties as directed by the supervisor in accordance with the settings' objectives and business plan

This job description is not an exhaustive list of duties and the post holder will be required to undertake any other reasonable duties as discussed and directed by their line supervisor.

## PERSON PROFILE FOR:

<b>Post</b>	Early Years Educator
<b>Salary</b>	Grade 3
<b>Conditions of Service</b>	Local Government National Agreement on Pay and Conditions Suffolk County Council Terms and Conditions for Single Status Staff

<b>PERSON PROFILE</b>	<b>Essential</b>	<b>Desirable</b>
Education and Training	<ol style="list-style-type: none"> <li>General education to GCSE level.</li> <li>Relevant Level 3 Early Years Qualification</li> <li>Paediatric First Aid</li> </ol>	<p>GCSE grade A-C (or equivalent) in English, Maths and Science.</p> <p>Up to date Safeguarding training</p>
Relevant Experience	<ol style="list-style-type: none"> <li>At least 2 years' experience of working with children within the EYFS group.</li> <li>Experience of making observations about children, making assessments and identifying next steps</li> </ol>	<p>Experience of working effectively with children in a class incorporating mixed year groups and/or mixed abilities</p> <p>Experience of supporting challenging children with complex physical and emotional needs.</p> <p>Experience of working in partnership with parents and other agencies</p>

General and Special Knowledge	<ol style="list-style-type: none"> <li>1. Knowledge of areas within the curriculum relating specifically to phonics and numeracy at EYFS and relevant KS levels.</li> <li>2. Knowledge of the New Development Matters and EYFS Statutory guidance.</li> <li>3. Ability to remain calm and supportive in unexpected and / or emergency situations.</li> <li>4. Knowledge of basic behavior management strategies.</li> <li>5. Knowledge of SEND code of</li> </ol>	<p>Food handling qualification</p> <p>Basic knowledge of Forest School approach to learning</p>
Skills and abilities	<ol style="list-style-type: none"> <li>1. Ability to communicate well with adults and children</li> <li>2. Ability to work as part of a team</li> <li>3. Ability to write legibly</li> </ol>	<p>General computer literacy with a range of IT skills, including ability to use an iPad</p> <p>Good organisational skills</p> <p>Ability to demonstrate creative abilities</p>

General	<ol style="list-style-type: none"> <li>1. Understanding of Safeguarding requirements in the Early Years</li> <li>2. Understanding of Equal Opportunities</li> <li>3. Awareness of Health &amp; Safety and practical Hygiene issues</li> <li>4. Ability, flexibility and willingness to take on other responsibilities or duties as deemed necessary</li> <li>5. Knowledge of current GDPR regulations</li> </ol>	<p>Ability and proven willingness to take on responsibility.</p> <p>Ability to prioritise effectively when faced with a number of urgent tasks.</p> <p>Ability to judge a situation and take appropriate action i.e. when act on own initiative and when to seek guidance.</p>
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Reviewed September 2021

Signed postholder.....  
Date.....

Signed Head .....  
Date.....