

## **POST TITLE: EARLY YEARS EDUCATOR**

*Note: These are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties.*

### **BROAD DESCRIPTION:**

Working under the overall supervision of the responsible teacher, provide support in the Early Years phase working with individuals or groups and assist in providing for general care, safety and welfare of children.

**Responsibility for people (other than employees supervised/managed):** The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of children's needs and progress, contributing to the development and implementation of plans and providing support to children with additional personal/special needs.

**Responsibility for staff:** The post has limited direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, work experience students or trainees.

**Responsibility for budget:** The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.

**Responsibility for physical resources:** The post has some responsibility for physical resources, through the preparation and care of teaching materials/resources/equipment and secure and accurate record keeping.

**RESPONSIBILITY FOR SAFEGUARDING:** To be vigilant in identifying any possible safeguarding issues and report to school staff in accordance with the Child Protection policy.

**RESPONSIBILITY FOR HEALTH & SAFETY:** The employee must work in accordance with the school's policy.

## **TYPICAL TASKS, DUTIES AND RESPONSIBILITIES**

### **Curriculum support:**

In line with the principles laid down in the Curriculum Guidance for the Early Years Foundation Stage:

- Contribute to curriculum planning and evaluation and assist in implementation.
- Assist in the delivery of lessons, sessions, activities and interact with the teacher and children as required
- Undertake agreed learning activities adjusting them according to children's responses to ensure individual needs are met.
- Support and use ICT in learning activities and develop children's competence and independence in its use.

**Support for children:**

- Support individual or groups of children during independent/group work (eg. explaining tasks, reinforcing key objectives, concepts or vocabulary; using practical apparatus; supporting less able pupils, extending/challenging the more able; assisting in keeping children on task, interested, motivated and engaged), responding to individual needs as appropriate
- Be a key worker for a group of children; observe and assess their learning and contribute to record-keeping and reporting progress to parents, under supervision of a teacher
- Occasional support to a whole class for short periods (eg. taking a story class)
- Assist children in the development of communication skills and role play activity
- Assist with the development and implementation of individual education/behaviour plans
- Establish productive working relationships with children, acting as a role model and setting high expectations.
- Foster the development of language and literacy through talking, telling stories and building up a collection of songs and rhymes to pass on to individuals and groups
- Promote the inclusion and acceptance of all children within the classroom, encourage them to interact and work co-operatively with others and engage all in activities
- Support children consistently whilst recognising and responding to their individual needs
- Promote the personal, social and emotional development of children and the development of high self-esteem
- Monitor and provide for the general care, safety and welfare of children (excluding duties of designated first aid officer) including tasks connected with the social education of the child. Where children have special needs that include the need for personal care, provide this within the H & S guidelines as necessary.
- Assist children with learning difficulties and disabilities with toileting and self-care routines
- Support children's preparation of and follow up for educational visits and assist with their supervision, in accordance with an appropriate risk assessment and LEA guidance.

**Support to teacher:**

- Monitor individual/group achievements, progress and responses to learning activities and objectives and provide feedback to the teacher
- Be actively involved in the day-to-day management of the learning environment (including displays) and its resources for independent learning including responsibility for the care and preparation of teaching aids, equipment, materials as appropriate.
- Assist with the development and maintenance of the outdoor classroom and its activities and extend outdoor activity with children
- Contribute to the assessment of children by teachers through observation and reporting
- Record information relevant to the assessment and review of children's progress.
- Undertake marking of children's work (e.g. spelling, multiple choice questions, tests)
- Support the implementation of strategies to manage children's behaviour and help manage children's behaviour
- Undertake appropriate administrative tasks, e.g. produce worksheets for agreed activities

**Support to the service/school:**

- Have an up-to-date understanding of the role and responsibilities of a level 2 post
- Understand and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Understand the school's policies and how they relate to local and national frameworks/policies
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher
- Liaise effectively with parents/carers, participating in feedback sessions/meetings
- Attend and participate in regular meetings and in training and other learning activities as required

**QUALIFICATIONS, TRAINING AND LIKELY ABILITIES**

- Have experience of TA work, preferably within early years
- Have attended Inset on early years / behaviour management training and learning
- Hold, as a minimum, an NVQ level 2 qualification (from the CWDC list of recognised qualifications)
- Minimum GCSE (or equivalent) English and Maths at grades A-C
- Understand the school's policies relevant to the subject/support provided and how they relate to local and national frameworks/policies
- Have an up-to-date understanding of the level 2 post
- Have a good level of knowledge and understanding of Early Years principles and foundation stage curriculum
- Have good communication (oral and written), including basic sign language (eg Makaton)
- Have good listening skills
- Ability to acquire new skills
- Can use ICT effectively to support learning and use other technology equipment
- Be able to take responsibility for planning own work when required
- Understand the principles of child development and learning processes
- Be able to transfer theory/training into practice and demonstrate skills of problem solving drawing on relevant experience
- Be able to exercise initiative and independent action
- Be pro-active in offering ideas
- Can exercise initiative and independent action
- Can work constructively as part of a team, understanding classroom roles and responsibilities