

WARWICKSHIRE COUNTY COUNCIL

PAY AND CONDITIONS REVIEW PROJECT – PHASE 2

ROLE DESCRIPTORS FOR POSTS IN SCHOOLS

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.

POST TITLE: Senior Early Years Educator

JEID REF: S0064

POST LEVEL : Band H

BROAD DESCRIPTION:

In conjunction with the teacher and under the agreed educational plan, to plan and implement an appropriately balanced high quality early years curriculum whilst providing a caring, safe and welcoming environment for children which will allow each child to develop at their own rate in accordance with the Curriculum Development Framework Document. Contribute to the school's statutory duty to safeguard and promote the welfare of children.

Responsibility for people (other than employees supervised/managed): The post has substantial and clearly evidenced impact on the well-being of individuals or groups (ie physical, mental, social, health and safety), through involvement in policy review and development and implementing programmes of support.

Responsibility for staff: The post has some responsibility for other staff through demonstrating good practice, advising/guiding new employees, work experience students or trainees.

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

Responsibility for physical resources: The post has some direct responsibility for physical resources, through safe/secure record keeping and maintenance/management of resources (including responsibility for ensuring toys, resources and equipment are cleaned/disinfected and the safe and orderly organisation of storage of indoor/outdoor equipment).

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

In addition to the role of a level 2 EYE:

Curriculum support:

- As part of a team assist in the long, medium and short term planning and evaluation of the Early Years Foundation Stage Curriculum.
- Action and implement Foundation Stage planning
- Adhere to Curriculum policies and Learning and Teaching policies at the Centre/School/Nursery
- Be involved in policy review and contribute to policy development.

- Under the supervision of the Head or teacher, be responsible for an area/aspect of the curriculum, its development and maintenance (e.g. setting up provision in the outdoor learning environment on a daily basis)..
- Take responsibility for the day to day management of an area of the learning environment

Support for children:

- Advance pupils' learning in a range of classroom settings (indoors and outdoors), including working with individuals, small groups and whole classes (where the assigned teacher is not present)
- Provide high-quality learning opportunities through play with children and support all aspects of their development – physical, social, intellectual and emotional
- Be a key worker for a group of children: observe, assess their learning, make use of this information to plan the next steps to their progress and keep records of their progress, under supervision of the teacher.
- As part of a team assist in the planning and implementation of Individual Education plans (I.E.P's) where necessary.
- Take whole classes or groups for limited periods of time
- Model and promote positive behaviour strategies for children and their families.
- Work across different age groups if required.
- Keep records of children's development as are required by the Centre/School/Nursery
- Observe, record and assess, through high quality adult/child interaction, the needs of individual children.
- Share information about children's progress with parents/carers.
- Supervise children on educational trips/visits/journeys in accordance with appropriate risk assessment and LEA guidance.

Support to teacher/team:

- Contribute to the organisation and management of a stimulating learning environment as a whole (indoors and outdoors).
- Contribute to evaluations of the learning environment.
- Contribute to the organisation, management and maintenance of whole school resources for independent learning.
- Contribute to the planning of educational visits/trips/journeys.
- Undertake observational assessments on children and make use of this information to plan learning.
- Develop positive relationships with parents/carers (including making home visits if required)
- Support parents/carers working in the Centre/School/Nursery
- Model good practice, plan and deliver workshops/courses/ curriculum sessions for parents/carers/colleagues

Support to the service/school:

- Support the ethos of the school as set out in the Centre/School/Nursery mission statement.
- Help to maintain a safe and secure environment for both children and adults.
- Contribute to the schools interaction with parents/carers by attending open evenings and hosting consultation days.
- Liaise as appropriate with other professionals such as health visitors, social workers and other early years workers in the community.

- Be prepared to mentor the range of students in placements (eg work experience, level 1/2/3 trainees).
- Attend staff meetings and other activities such as parent's evenings.
- Attend in-service training to promote professional development at Centre/Nursery/School.
- Maintain confidentiality.
- Be aware of legal requirements and work within the framework of all school policies including Child Protection, S.E.N. Health & Safety and Race Equality.

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

Hold, as a minimum, an NVQ level 3 qualification (from the CWDC list of recognised qualifications).

Be working towards an appropriate level 4 qualification or a foundation degree.

Knowledge/understanding of the EY Foundation Stage Curriculum.

Hold a paediatric first-aid certificate.

Previous experience of working with children within 0-5 age group.

Have detailed understanding of schools' policies, how they relate to local and national framework / policies for early years and to local and national framework / policies (eg child protection, health & safety).

Display commitment to the protection and safeguarding of children and young people

Value and respect the views and needs of children

Have understanding of and experience of ICT as a learning tool.

Good communication skills (oral and written), including basic sign language – eg makaton.

Good listening skills.

Able to present information, verbally and in writing.

Able to take responsibility for an area of learning/development.

Able to organise and lead activities for parents and/or children.

Able to supervise and train NVQ or work experience students.

Able to mentor/coach other members of the EYFS teaching team (eg level 1 / 2 practitioners).

Relate well to children and adults.

Able to exercise initiative and independent action.

Be pro-active in offering ideas and contribute to whole school review.

Able to adapt teaching styles to the needs of groups or individual pupils.