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| Job Description | Early Years Educator/Nursery Nurse |
| Salary Range | UR Grade F (SCP14-20) |

Purpose of Job:

In line with school policies and procedures and in collaboration with team colleagues, developing high quality care and education by implementing the Early Years Foundation Stage.

Key accountabilities/duties/responsibilities:

- In collaboration with team colleagues, plan and implement appropriate activities for individual and groups of children to maximise learning opportunities
- In line with school policies and procedures, contribute to the assessment, planning and observation cycle
- Contribute to the completion and collation of documentation related to children within the class
- Contribute to the development of an enabling learning environment, both indoors and outdoors
- Communicate relevant information to colleagues, parents/carers
- Develop and maintain professional links with parents/carers and other agencies working within the school, the local community, the Trust and the Local Authority
- Work with and observe key children and report their progress to both colleagues and parents

General Duties & Responsibilities

- Work as a member of a team, contributing to the planning for preparation, delivery and evaluation of learning experiences that will enhance children's physical, intellectual, emotional, social and moral development.
- Maintain a comfortable, safe and stimulating environment which supports and reflects diversity amongst the children and ensures that all children have equal access to learning & development opportunities.
- Support new children and their parents upon admission into school/setting.
- Foster children's independence, self-reliance and interdependence.
- Support children with additional educational needs by contributing to reviews and case conferences and working in cooperation with other agencies as appropriate.
- Maintain effective, professional relationships with colleagues.
- Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of:
 - ● Safeguarding children's welfare
 - ● Health, safety and security
 - ● Confidentiality
 - ● Data protection.
- Provide a model of best practice in early years education for visiting professionals from within and beyond the local authority including other authorised agencies.
- Support children with additional educational needs contributing to Individual Education Plans as appropriate.
- Implement the School's equal opportunities policy fully and to work actively to overcome discrimination and stereotyping. Promote the inclusion and acceptance of all children and provide

an environment that allows for consideration of the children's ethnic, cultural, linguistic backgrounds and gender.

- Contribute to whole school policies and ensure their implementation.
- Share in making decisions and recommendations about practice, routines and organisation or space, to maximise the achievement of all children.
- Implement structured and agreed learning activities and teaching programmes for individuals and groups of children, including the primary strategy framework, local and national learning strategies, early years foundation stage and national curriculum.
- Contribute to the preparation of child profiles and the planning of lessons and programmes of work for individual children and groups, involving parents in the recording and evaluation of their child's progress.
- Monitor and evaluate children's progress, achievements and responses in respect of learning activities and teaching programmes through observation, assessment and planned recording of achievement against pre-determined learning objectives and with reference to the school's policies, foundation early years' stage and Ofsted regulations.
- Plan and evaluate daily, weekly and each term to meet the needs and interests of children, including those with additional needs.
- Use specialist (curricular/learning) skills/training/experience to support pupils learning and assist children to access learning activities through specialist support.
- Plan, prepare and implement group activities.
- Apply Common Assessment Framework assessment tools in appropriate cases.
- Under the overall direction of a Teacher, supervising and take charge of a group of children, in line with the statutory framework for the Early Years Foundation Stage (EYFS).
- As assigned by the Teacher, assume responsibility within the team for the "key person" role for a child or group of up to 13 children as defined by the EYFS. This involves planning, evaluation, observation and record keeping.
- Take small groups of children out of school to develop their interests in their local environment in line with school policy and national guidance.
- Provide short term cover, such as during Teacher PPA time, in accordance with the statutory framework for EYFS
- Be responsible for the maintenance and development of a curriculum resource area/focus.
- Foster and maintain effective positive, supportive relationships with parents and carers, maintaining high professional standards and boundaries at all times.
- Develop home/school/setting links by participating in home visiting, encouraging and promoting parental involvement in a range of school activities. As an Early Years Worker in a setting you could be sharing the lead in home visiting (staff would always be accompanied on such visits).
- Inform and involve parents/carers in their child's progress and development, meeting with them as appropriate to share information and through daily informal contacts, term time contacts, consultations and curriculum workshops.
- Liaise regularly with colleagues in order to provide support for parents in enhancing the overall development of the child.
- Establish and develop constructive relationships, and communicate with other agencies/professionals, in liaison with the teacher, to support progress and achievement of children.
- Consistently implement and adhere to the school's relationships policy both on the premises and when engaged in school/setting activities elsewhere.
- Administer first aid to children appropriately within health and safety guidelines and procedures.
- Staff may be required to carry out basic medical procedures, for which training would be provided.
- Take responsibility for promoting and safeguarding the welfare of children who come into contact with the service.
- Under the direction of, and in conjunction with the Head of School/phase and class teacher/manager, supervise early years students or volunteers.
- Support the Head of School with induction training of new members of staff.
- Support and promote the ethos and values of the school and the Trust.

- Take responsibility for daily access and storage of any play equipment

The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by their line manager.

This job description is not exhaustive and may change as the post or the needs of the school change. Such changes will be subject to consultation between the post holder and their manager and, if necessary, further job evaluation.

TEFAT Ethos

Put children first

- We trust and value your professionalism
- We share the responsibility for the learning and welfare of all of our children
- Our purpose is to improve the lives of children

Be safe

- Don't assume that someone else will do it
- Look after yourself, your colleagues and all children
- We are all responsible for each other's safety and well being
- Discuss any concerns with an appropriate member of staff

Be kind & respect all

- People are allowed to be different as are you
- Kindness creates the positive environment we all need to flourish
- This kindness should extend to ourselves as well as to others

Be open

- If you can see a better way, suggest it
- If someone else suggests a better way to you, consider it
- We exist to nurture innovators and support those who take informed risks in the interests of children

Forgive

- We all make mistakes
- Admit them, learn from them and move on

Make a difference

- Making the world a better place starts with you
- Model the behaviour that you would like to see from others

PERSON SPECIFICATION

| | Essential | Desirable |
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| Qualifications & Experience | | |
| Minimum of two years' recent school experience, demonstrating a wide range of strategies for supporting children within the Foundation Stage. | ✓ | |
| NNEB Certificate, Level 3 Childcare/Early Years, BTEC Level Child Care and Education or equivalent | ✓ | |
| First Aid certificate | | ✓ |
| Evidence of on-going professional development | ✓ | |
| Knowledge & Skills | | |
| Knowledge of the Foundation Stage curriculum | ✓ | |
| Working knowledge of inclusion and equal opportunity issues | ✓ | |
| Awareness of health and Safety/Risk assessments | ✓ | ✓ |
| Knowledge of the outdoor environment to enhance children's learning. | | |
| Willingness to work with the rest of the school | ✓ | |
| Skills Contribute to a range of teaching, learning and pastoral activities; | ✓ | |
| Help the class teacher to plan, monitor and assess | ✓ | |
| Take responsibility, with minimum supervision, for delivering work programmes over an extended period to groups of children | ✓ | |
| To have the ability to work within a team | ✓ | |
| To have the ability to write clearly for the completion of records, etc | ✓ | |
| To have good communication skills and be able to liaise with other members of staff, parents and children | ✓ | |
| To show initiative in the classroom | ✓ | |
| Personal characteristics | | |
| Physically fit and able to undertake duties. | ✓ | |
| Be able to use your initiative to overcome problems | ✓ | |
| Be able to adapt to a variety of situations | ✓ | |
| Be flexible and adaptable to the needs of the school | ✓ | |
| Be willing to get involved in the wider life of the school | ✓ | |
| To be able to work flexibly according to the needs of the school | ✓ | |