



Job Description - Early Years Educator (EYE)

Job Title:	Early Years Educator (EYE)
Salary:	Outer London Scale 5 Point 12-15 (depending on experience £27,804-£29,212 FTE). Salary will be pro rata according to hours and weeks worked
Hours:	36 hours a week term time only (39 weeks) 8am-4pm Monday to Thursday 8am-3.45pm (Fridays only)
Responsible to:	Vice Principal for EYFS and Principal
Key Relationships:	All staff, pupils, parents/carers and governors

Job Purpose:

- To complement the professional work of teachers by taking responsibility, as an Early Years Key Worker for the teaching of a group of pupils and where requested as part of PPA time, a class of pupils, under an agreed system of supervision.

Support for Children

- Work under the guidance of the class teacher and colleagues, in order to support and extend the children's learning.
- Contribute own thoughts and ideas to termly, weekly, daily plans and Individual Education Plans/SEN Support Plans.
- Prepare the learning environment, assisting in the organisation of the room arrangement and resources, valuing and displaying children's work.
- Take responsibility for a small group of children for varying types of activity, under the direction of the teacher.
- Take responsibility for the assessment of a small group of children, linking observational written assessment to the Early Learning Goals and Early Years Foundation Stage Profile (using the agreed ICT based observational assessment system)
- Support children who are identified as having Special Educational Needs (SEN), or English as an Additional Language (EAL), by organising the implementation of support plans set by other professionals.
- Accompany children on outside activities (eg. educational visits, extra curricular activities.).
- Encourage children's development, independence, self-reliance, initiative and problem solving skills.
- Work in a non-discriminatory way, being aware of differences and ensuring all pupils have equal access to opportunities to learn, develop and reach their potential.
- Maintain respectful and genuine interaction with children using warm and responsive communication strategies, which are appropriate to children's needs.
- Be supportive and welcoming to parents/carers, recognising the expert knowledge they have of their children and encourage and value their involvement.

Key work:

- Oversee as part of the class/year group team, the introduction and settling in process for children and families into the school, including initial home visit with parent/carer and giving initial information on school policies.
- Take responsibility in planning, tracking and evaluating.
- Set individual targets and monitor progress.
- Carry out a full record keeping programme for each child according to school policy.
- Be the first contact for key parents.
- Set targets and review SENd Support Plans in collaboration with the Class Teacher and Special Educational Needs Coordinator (SENCO).
- Initiate and implement Support Plans through regular liaison with multi-professionals and according to school policy.
- Liaise with outside agencies e.g. Speech Therapists.
- Registration of the children where required.
- Liaise with other professionals involved in the child's welfare (speech therapist, health visitor, social workers, children's centre staff etc.).
- Support and include children with SENd and attend case conferences and reviews with teacher as appropriate.
- Support children with intimate care and/or mobility and independence as and when required

Safeguarding:

- Maintain high standards of hygiene including intimate care if required for children with SENd or for those still in nappies and in line with the school's Intimate Care Policy.
- Attend to the needs of sick or injured children.
- Apply First Aid as necessary, recording accidents and attending to children who are unwell until they are collected
- Report to the DSL any concerns surrounding a child's welfare adhering to school/trust policy.

General Duties

- Take part in the school's performance management/appraisal systems in accordance with the trust's agreed policies.
- Participate in the wider life of the school for example running extra-curricular activities, being present for parents' evenings
- Be flexible and adaptable in the responsibilities you will assume.
- To carry out any other reasonable duty as directed by the Senior Leadership Team and/or Principal.

Additional Responsibilities (reviewed on an annual basis)

Signed _____

EYE

Signed _____

Principal

Date _____

Date _____

Person Specification - Early Years Educator (EYE)

E - Essential D - Desirable

Qualifications	E	D
NNEB/CACHE Level 3 qualification or equivalent (eg BTEC National Diploma)	x	
Hold qualifications in literacy and numeracy equivalent to GCSE or similar	x	
Paediatric First Aid qualification		x
Experience		
Experience of working with or caring for children at Early Years Foundation Stage	x	
Experience of working with children with Special Educational Needs	x	
Experience of working as a key worker in an EYFS setting	x	
Experience of leading interventions eg for SENd, EAL learners	x	
Experience of planning and leading stimulating and creative play based learning opportunities	x	
Knowledge and Skills		
A sound understanding of teaching and learning within the EYFS including an understanding of early childhood	x	
Training in relevant learning strategies for EYFS including those for SENd and EAL pupils	x	
Knowledge of assessment within the EYFS and the importance of the role and responsibilities of key workers	x	
Understanding of relevant policies and legislation in relation to EYFS effective practice	x	
Ability to communicate effectively orally and in writing	x	
Ability to use ICT effectively for both learning and communication	x	
Ability to relate well to children and adults	x	
Ability to self evaluate situations effectively and be flexible and adaptable to the needs of the child(ren)	x	
Good numeracy and literacy	x	
Understanding of Child Protection/Safeguarding policies and a commitment to the protection and safeguarding of children	x	
Ability to work well as part of a team as well as being able to take own initiative when required	x	
Flexible, adaptable and respond positively to change	x	
Enthusiastic, dedicated and with a sense of humour	x	