

## JOB DESCRIPTION and PERSON SPECIFICATION

**ORGANISATION:** St Cuthbert's RC Academy Trust

**GRADE:** 6, Points 14-19

**JOB TITLE:** Early Childhood Educator  
(Early Years/Nursery – School Based)

**DATE PREPARED:** Nov 2025

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### DIGNITY AT WORK

To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, giving positive regard to people's differences and individuality. Promotes equal access to services and employment opportunities and supports the Equal Opportunities in Employment Policy adopted by the school.

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### Summary

The Early Childhood Educator will lead and deliver high-quality early years education and care within a school-based nursery setting. Working in accordance with the Early Years Foundation Stage (EYFS) statutory framework, the role involves curriculum planning, assessment analysis and leading targeted interventions. The postholder will ensure inclusive practice, safeguard children's welfare, and contribute to the strategic development of the early years provision.

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### PURPOSE:

To lead and support the learning, development, health and wellbeing of children aged 3–5 in a nursery setting. To plan and deliver educational programmes aligned with EYFS, assess children's progress and contribute to the continuous improvement of early years practice within the school.

To actively support, promote the and uphold the Catholic ethos of the school and contribute to the mission of the Trust. This includes fostering a nurturing and respectful environment, supporting pupils in their spiritual and academic development, and participating in activities that reflect the Catholic life of the school. While the role does not require the post-holder to be Catholic, a commitment to promoting and respecting the school's faith-based values is essential.

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## PRINCIPAL ACCOUNTABILITIES

### Support for Children

- Support children with SEND through tailored strategies and inclusive practice.
- Be proactive, with support from the Early Years Lead, in the promotion of children's welfare, health and safety, ensuring a secure and stimulating nursery environment. Using planning, deliver learning experiences across all seven areas of EYFS, with emphasis on the prime areas.
- Support the Early Years Lead with conducting and analyzing assessments including progress checks and EYFS profiles.
- Model and promote positive behaviour management and emotional regulation.
- Lead and support with the high-quality planning and practice of children's transitions from: home to nursery / school, within the nursery, reception and when moving into year 1.
- Provide personal care and support for children, including with physical, sensory, or communication needs.

### Support for Practitioners and Curriculum

- Plan and deliver educational programmes aligned with EYFS and the school's expectations
- Prepare and maintain resources and learning environments.
- Support the use of ICT and other tools to enhance learning.
- Deliver targeted interventions (e.g. language development, social skills).
- Promote and lead with inclusive practice and cultural awareness.
- Ensure the development of displays and documentation of children's learning.

### Support for the School

- Ensure compliance with safeguarding, health and safety, and data protection policies.
  - Maintain accurate records and contribute to statutory assessments.
  - Participate in staff meetings, training, and supervision.
  - Engage with parents and carers to support home learning and development.
  - Promote the ethos and values of the school and nursery.
  - Support and lead out-of-hours activities and trips
  - To undertake Achievement Support Officer duties within the main school, as required, ensuring responsibilities remain consistent with the scope and level of this role.
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## **DIMENSIONS:**

- Responsibility for Staff: Working alongside the Early Years team to ensure correct provision for all, in particular our SEND pupils.
- Responsibility for Children: Daily care and learning support for a group of nursery/early years aged children.
- Responsibility for Resources: Oversight and safe use and maintenance of nursery equipment and materials.

## **Working Relationships**

- Works under the supervision of the Early Years Lead and teaching staff. Liaises with parents, carers, and external professionals to support children's development and wellbeing.
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## **Professional Development Expectations**

The Early Childhood Educator is expected to:

- Engage in continuous professional development to maintain and enhance knowledge of the Early Years Foundation Stage (EYFS) statutory framework, child development, safeguarding, and inclusive practice.
  - Attend all mandatory training, including:
    - Safeguarding and child protection updates (minimum every two years).
    - Paediatric First Aid (renewed every three years).
    - Health and safety, food hygiene, and data protection.
  - Participate in regular supervision and appraisal meetings to reflect on practice, identify strengths and areas for improvement, and set professional goals.
  - Undertake additional training relevant to the role, such as:
    - Speech and language development.
    - SEND strategies and interventions.
    - Behaviour management and emotional regulation.
    - Early literacy and numeracy approaches.
  - Contribute to a culture of reflective practice, sharing insights and strategies with colleagues to improve outcomes for children.
  - Stay informed of changes in legislation, guidance, and best practice through professional reading, networking, and attendance at relevant conferences or workshops.
  - Support and mentor less experienced staff or students, where appropriate, modelling high standards of practice and professionalism.
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## PERSON SPECIFICATION

| Criteria  | Essential | Desirable | How Identified |
|---|-----------|-----------|----------------|
| <b>Qualifications</b>   |           |           |                |
| Full and relevant Level 3 Early Years qualification (EYQL)                    | ✓         |           | AF / CQ        |
| GCSE English and Maths Grade A–C (or equivalent)                              | ✓         |           | AF / CQ        |
| Safeguarding Level 1  | ✓         |           | AF / CQ        |
| Paediatric First Aid Certificate (or willingness to obtain)                   | ✓         |           | AF / CQ        |
| Level 4 or above Early Years qualification or Early Years Educator            |           | ✓         | AF / CQ        |
| Bespoke training relevant to role (e.g. Speech & Language, SEND)              |           | ✓         | AF / CQ        |
| <b>Experience</b>   |           |           |                |
| Experience working with children aged 2–5 in a nursery or early years setting | ✓         |           | AF / R         |
| Experience of planning and assessment in EYFS                                 | ✓         |           | AF / R         |
| Experience supporting children with SEND or EAL                               | ✓         |           | AF / R / I     |
| Experience contributing to planning and assessment                            | ✓         |           | AF / R / I     |
| Experience delivering targeted EYFS-based activities                          | ✓         |           | AF / R / I     |
| Experience using ICT to support learning                                      | ✓         |           | AF / I         |
| Experience leading targeted small group interventions                         | ✓         |           | AF / R         |
| <b>Skills and Knowledge</b>   |           |           |                |
| Knowledge of EYFS statutory framework and curriculum guidance                 | ✓         |           | R / I          |
| Understanding of safeguarding and child protection procedures                 | ✓         |           | R / I          |
| Strong communication and organisational skills                                | ✓         |           | R / I          |
| Competent ICT skills  | ✓         |           | R / I          |
| Ability to work independently and as part of a team                           | ✓         |           | R / I          |
| Commitment to inclusive practice and equality                                 | ✓         |           | R / I          |
| <b>Personal Attributes</b>  |           |           |                |
| Enthusiastic and committed to children's development                          | ✓         |           | R / I          |
| Flexible and adaptable  | ✓         |           | R / I          |
| Professional and confidential   | ✓         |           | R / I          |
| Reflective and proactive in own development                                   | ✓         |           | R / I          |
| Commitment to wider life of the school and nursery                            | ✓         |           | R / I          |
| Ability to present a smart professional image                                 | ✓         |           | R / I          |