

Job description

Early Years Educator



Job details

- **Job title:** Early Years Educator
- **Salary:** SCP 9 (£27,254 (pro rata)) to SCP 14 (£29,540 (pro-rata))
- **Hourly rate:** SCP 9 (£14.13) to SCP 14 (£15.31)
- **Contract type:** Part-time and permanent
- **Hours per week:** 32.5
- **Working pattern:** 8.15 a.m. to 3.15 p.m. (Monday to Friday) (incorporating a daily lunchtime duty)
- **Weeks worked:** Term-time only (38 weeks per year)
- **Reporting to:** Deputy Head Teacher

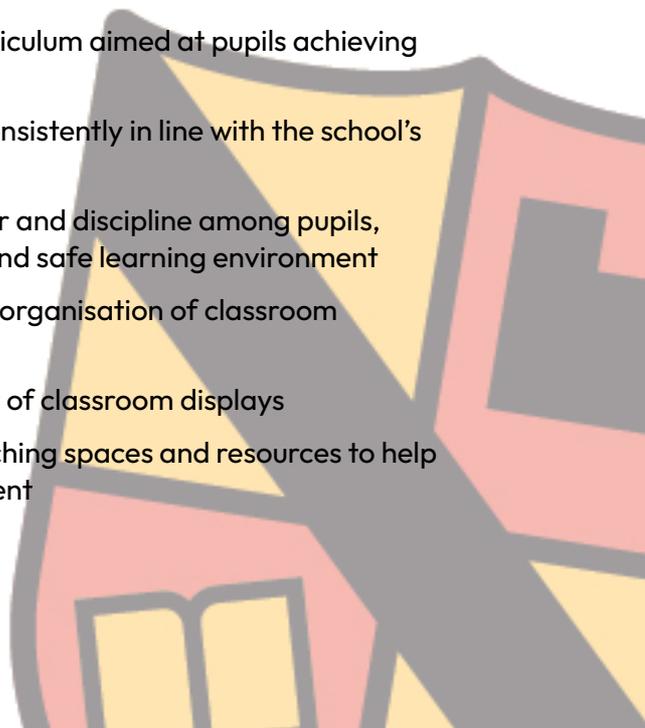
Main purpose

To work independently to deliver early years provision and support the delivery and implementation of focused aspects of the school's Targeted Academic Support Strategy across the 2 to 5 age range.

Duties and responsibilities

Teaching and learning

- Work under the guidance of class teachers and other colleagues in order to support and extend children's learning
- Encourage children's development, independence, self-reliance, initiative and problem-solving skills
- Maintain respectful and genuine interaction with children using warm and responsive communication strategies which are appropriate to their needs
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the class teacher and increase the achievement of all pupils, including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging the participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Prepare the learning environment and assist in the organisation of classroom arrangement and resources
- Value children's work and support the development of classroom displays
- Support the organisation and management of teaching spaces and resources to help maintain a stimulating and safe learning environment



- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Take responsibility for groups of children for varying types of activity under the direction of class teachers and other colleagues
- Undertake any other relevant duties given by the class teacher

Targeted academic support

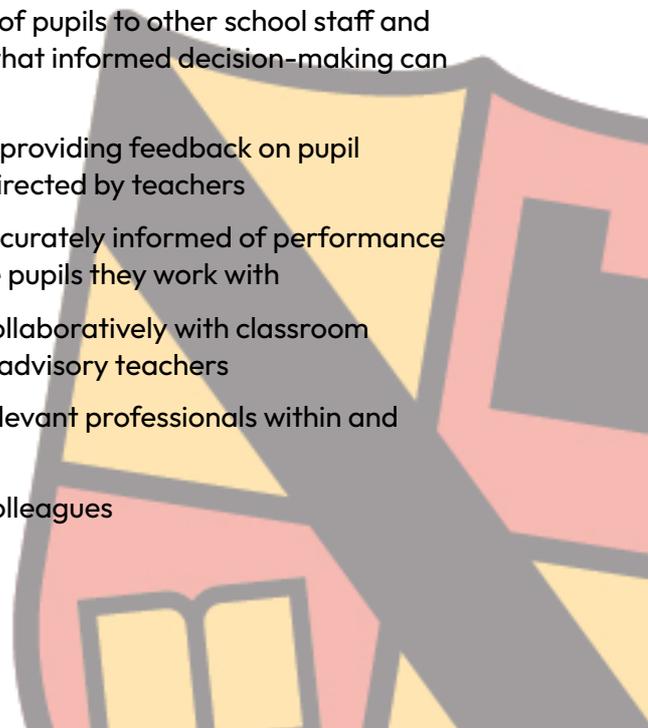
- Support children who are identified as having special educational needs or English as an additional language by organising the implementation of personalised support plans set by other professionals
- Working under the direction of the Deputy Head Teacher, deliver and implement aspects of the school's Targeted Academic Support Strategy across the 3 to 5 age range
- Contribute to effective reviews of the school's Targeted Academic Support Strategy by reporting on pupil progress, attainment and barriers to learning

Planning

- Contribute own thoughts and ideas to termly, weekly and daily plans, which are based on effective assessment, and support the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Plan how they will support the inclusion of pupils in the learning activities

Working with staff, parents, carers and relevant professionals

- Communicate effectively with other staff members and pupils and with parents and carers under the direction of the class teacher
- Foster and develop good relationships with parents and carers
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals so that informed decision-making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues



- Provide a supporting role to less experienced colleagues, students and work-experience placements

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection and safeguarding policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Safeguarding

- Work in line with statutory safeguarding guidance and child protection and safeguarding policies
- Promote the safeguarding of all pupils in the school

Other areas of specific responsibility

The Early Years Educator will be required to safeguard and promote children's and young people's welfare and follow school policies and the staff code of conduct.

Please note that this is illustrative of the role's general nature and level of responsibility. It is not a comprehensive list of tasks the Early Years Educator will carry out. The post holder may be required to perform other duties appropriate to the level of the role, as directed by the head teacher.



Context

All support staff are part of a whole school team. They are required to support the school's values and ethos and priorities as defined in the school development plan. This will mean focussing on the needs of colleagues, parents, carers and pupils and being flexible in a busy and pressurised environment.

An Early Years Educator at this level could be deployed to support pupils for whom English is an additional language, to support named children with special educational needs and disabilities, pupils with behavioural or medical needs, or generally.

It is the individual's responsibility to promote and safeguard the welfare of children and young people they are responsible for or come into contact with.

Physical effort: this role will likely involve some lifting of children and equipment regularly, and appropriate training will be provided.

Working environment: this role could involve a frequent requirement to deal with vomit and bodily fluids when children are unwell.

Underlying principles of the post

The post holder is expected to share our commitment to our organisation's vision, aims and values.

The post holder must be aware of and comply with the school's policies, guidelines and procedures relating to child protection and safeguarding, health and safety, confidentiality and data protection and report all concerns to an appropriate and named person or persons.

All staff must participate in training, other learning activities, and performance management and development as required by the school's policies and practices.

This job description is a guide to the duties the post holder will be expected to undertake. It is not exhaustive or exclusive and will be subject to change as working requirements dictate and meet the school's organisational needs.

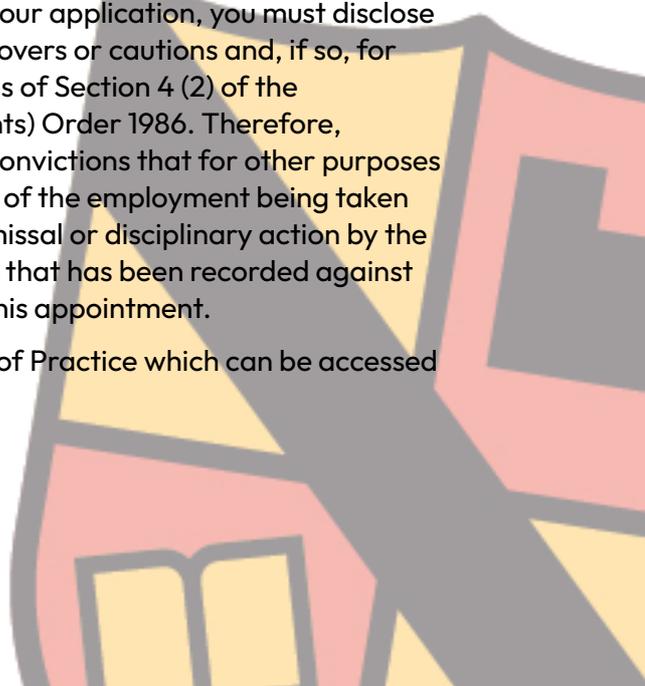
Supervision

The post holder will be managed daily by the school's Deputy Head Teacher under the direction of the Head Teacher.

Additional information

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, in making your application, you must disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions that for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. A pending charge, conviction, bind-over or caution that has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk.



Somerles Infant School and Early Childhood Education Centre is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

CVs will not be accepted for any post at Somerles Infant School and Early Childhood Education Centre.

This job description forms part of the employment contract of the person appointed to the post. It reflects the position at present and may be reviewed in negotiation with the employee. The appointment is subject to the current conditions of employment in the current School Teachers' Pay and Conditions Document.

Somerles Infant School and Early Childhood Education Centre will consider any reasonable adjustments under the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The post holder will ensure that the school's policies are reflected in all aspects of their work, in particular, those relating to:

- Equal Opportunities
- Health and Safety
- Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- the candidates' motivation to work with children and young people
- the candidates' ability to form and maintain appropriate relationships and personal boundaries with children and young people
- the candidates' emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline

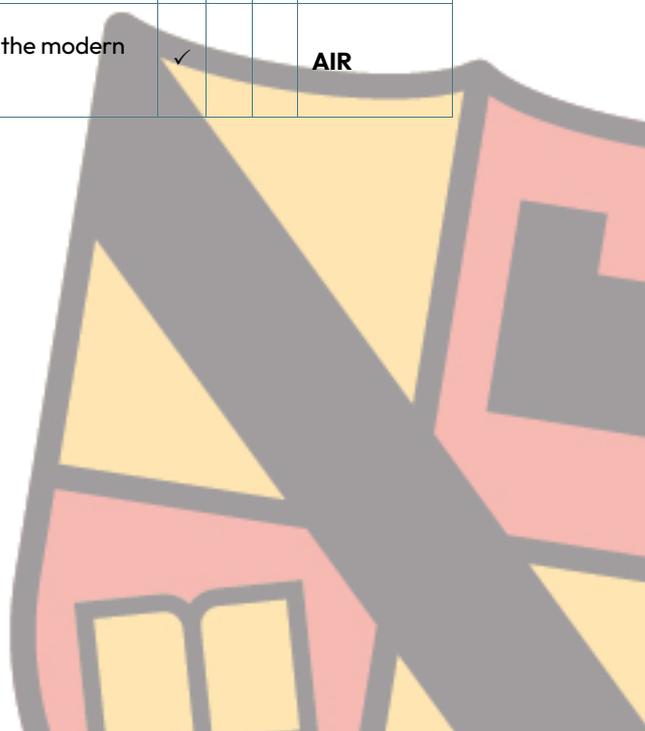


Person specification

Skills and Knowledge		Level			Assessed through
Attainable	Successful applicants will be expected to obtain the denoted qualifications or experience within an agreed period of time	E	D	A	A Application
Desirable	Applications will be preferred from candidates with the denoted qualifications or experience				I Interview
Essential	Applicants without the denoted qualifications or experience will not be considered for this role				T Testing
					R Reference
Qualifications and training	GCSE grade 5 or above in English and mathematics	✓			AIR
	Minimum accredited early years or childcare Level 3 qualification or equivalent	✓			AIR
	First-aid training qualification, or willingness to undertake this	✓			AIR
	Evidence of engagement with further training and professional development opportunities	✓			AIR
	Ability to commit to relevant training and professional development opportunities	✓			AIR
Experience	Significant experience in the care and education of young children	✓			AIR
	Experience of working with young children with a range of special educational needs and disabilities	✓			AIR
	Significant experience of monitoring and assessing young pupils' learning	✓			AIR
	Significant experience of making effective observations of young pupils' child-initiated learning and ensuring these impact future learning opportunities and provision for the pupil	✓			AIR
	Significant experience of working in a school environment or early years setting	✓			AIR
	Significant experience of leading teaching and learning activities (under supervision) across the 3 to 5 age-range	✓			AIR
	Experience of leading early years provision in the absence of a class teacher across the 2 to 5 age range		✓		AIR

Skills and Knowledge		Level			Assessed through
Attainable	Successful applicants will be expected to obtain the denoted qualifications or experience within an agreed period of time			A	A Application
Desirable	Applications will be preferred from candidates with the denoted qualifications or experience		D		I Interview
Essential	Applicants without the denoted qualifications or experience will not be considered for this role	E			T Testing R Reference
Skills and knowledge	Good literacy and numeracy skills	✓			AIR
	High levels of personal organisation, and the ability to work without close supervision	✓			AIR
	Ability to build effective working relationships with pupils and adults	✓			AIR
	Skills and expertise in understanding the needs of all pupils	✓			AIR
	Knowledge of how to help adapt and deliver support to meet individual needs		✓		AIR
	Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils		✓		AIR
	Excellent verbal communication skills	✓			AIR
	Active listening skills	✓			AIR
	The ability to remain calm in stressful situations	✓			AIR
	Knowledge of guidance and requirements around safeguarding children	✓			AIR
	Good ICT skills, particularly using ICT to support learning	✓			AIR
	Understanding of roles and responsibilities within the classroom and whole school context	✓			AIR
	Understanding of effective teaching methods	✓			AIR
	Knowledge of how to successfully lead learning activities for a group or class of children	✓			AIR
	Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	✓			AIR
Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice	✓			AIR	

Skills and Knowledge		Level			Assessed through
Attainable	Successful applicants will be expected to obtain the denoted qualifications or experience within an agreed period of time	E	D	A	A Application
Desirable	Applications will be preferred from candidates with the denoted qualifications or experience				I Interview
Essential	Applicants without the denoted qualifications or experience will not be considered for this role				T Testing
					R Reference
Personal qualities	Enjoyment of working with very young children	✓			AIR
	Sensitivity and understanding, to help build good relationships with pupils	✓			AIR
	A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school	✓			AIR
	Commitment to maintaining confidentiality at all times	✓			AIR
	Commitment to safeguarding pupils' wellbeing and equality	✓			AIR
	Resilient, positive, forward-looking and enthusiastic about making a difference	✓			AIR
	Capacity to inspire, motivate and challenge children	✓			AIR
Equality and diversity	Ability to recognise common forms of discrimination and to report this	✓			AIR
	An understanding of the diverse needs of pupils attending the modern primary school or early years setting	✓			AIR



Notes:

This job description may be amended anytime in consultation with the post holder.

- **Last review date:** October 2025
- **Next review date:** October 2026

Post holder signature

Date

20/10/2025

Authorising signature

Date

