

## JOB DESCRIPTION

**TITLE:** Early Years Educator (TA4)  
**SCHOOL:** ICKNIELD PRIMARY SCHOOL  
**RESPONSIBLE TO:** Head of Year / Early Years Educator / TAs  
**GRADE:** L6. 21-25

### PURPOSE OF POST:

Working in an Early Years Foundation Stage / Reception provision supporting the Classteacher in all aspects of teaching, enhancing learning opportunities for pupils, bringing to bear a professional knowledge and understanding of child development and pupils' individual needs, including those with special educational needs, and supporting the child's development in the 7 key areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### ORGANISATION CHART:

Head of EYFS  
|  
Early Years Educator/Specialist TA

### PRINCIPAL RESPONSIBILITIES:

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- |    |   |    |
|----|---|----|
| 1. | Take a lead role in developing and maintaining resources to assist teaching. Contribute to the planning of teaching and learning for whole class and individual pupils on a short, medium and long-term basis and to the development of Individual Education Plans where relevant. Develop and maintain resources to assist teaching.   | 20 |
| 2. | Together with the class teacher follow agreed lesson plans for both the indoor and outdoor curriculum, support the teaching and learning of classes, small groups or individual pupils, including whole class cover as necessary, using learning and support strategies appropriate to the needs of the pupils, and supporting both the indoor and outdoor curriculum. Provide support and guidance to other support staff. | 20 |
| 3. | Co-ordinate the monitoring, recording and assessment of pupil progress, arranging and contributing to specialist assessments as required. Ensure there are details and reliable records of individual progress. Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of pupils.   | 18 |
| 4. | Contribute to the development of a purposeful working atmosphere and implement the school's behaviour and any related policies and procedures. Supervise/teach whole groups/whole classes under the supervision of the Classteacher for agreed periods when the teacher is not present.   | 10 |

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|----|---|----|
| 5. | Develop and maintain supportive relationships with parents, carers and others of the pupil's community. Work collaboratively with other agencies and professionals as necessary, including educational psychologists, health professionals, speech and language therapists, etc., to meet the personal and educational needs of individual pupils.  | 10 |
| 6. | Contribute to the care, health and welfare of pupils in accordance with the school's health and safety and related policies. This may include carrying out agreed daily hygiene routines, the administration of medicines, medical and dietary procedures and assisting pupils in eating at lunchtimes. Coach and train others in these strategies. | 10 |
| 7. | Contribute to the development of school policies and practices, the school improvement plan and activities, which support the wider aspirations, and values of the school, working collaboratively and supportively with colleagues.  | 3  |
| 8. | As necessary, take responsibility for or contribute to specific aspects of teaching, learning and personal development, for example swimming, visits out of school, independence programmes, etc.   | 3  |
| 9. | Contribute to the order and cleanliness of the classroom and school environment. This may involve cleaning and sterilising classroom equipment, tidying the classroom, cleaning up spills, etc.   | 2  |
| 10 | Develop and maintain professional knowledge and understanding, including contributing to and participating in INSET.  | 2  |
| 11 | Represent the Early Years Specialists on the departmental management and planning team, contributing to management and operational decisions in this forum.   | 2  |

**DIMENSIONS:**

**Supervisory Management:** 0-8 Teaching Assistants / EYFS

**Financial Resources:** Monitor expenditure

**Physical Resources:** Classroom materials, equipment and resources

**Other:** Safeguarding children

**CONTEXT:** All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

The Early Years Educator is a specialist TA (4) whose performance must be consistent with the Ofsted national standards for early years practitioners. In a specialist role in a nursery, the Foundation Stage or KS1, the postholder will support child development in the 7 key areas identified.

**Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you 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 which 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 Authority. The fact that a pending charge, conviction, bind-over or caution 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 from [www.disclosure.gov.uk](http://www.disclosure.gov.uk)**

**Physical Effort:** The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided. The role will also involve, as necessary, dealing with violence and restraining children.

**Working Environment:** There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell. There may be a requirement to supervise the administration of medicines.

The School 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 Criminal Records Bureau.

CVs will not be accepted for any posts based in schools.

## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable criteria</u> .				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Substantial, in-depth experience of child development in pre-statutory school, care and/or education. Experience of planning, monitoring and assessment of children's learning and development in EYFS. Demonstrable experience of safeguarding children procedures and processes	1,2  1,2  1,2	Experience of delivering a curriculum for children with special educational needs.	1,2
<b>Skills/Abilities</b>	Able to lead and manage a team of teaching assistants. Able to train, develop, inform and motivate others. Be self-motivated and able to use own initiative in working with parents/carers and related agencies within an agreed policy/procedure framework. Able to devise and implement effective communication systems at a range of levels, e.g., with children, parents, other professionals, etc. Able to establish comprehensive systems of record keeping and use these to inform judgements and decisions. Able to support learning in the specialist subject at the relevant Key Stage. Able to use information technology skills.	1,2 1,2 1,2 1,2 1,2 1,2 1,2		
<b>Competencies</b>	Able to demonstrate appropriate motivation to work with young people. Able to form appropriate relationships with young people. Emotional resilience in working with challenging behaviours. Appropriate attitudes to use of authority and maintaining discipline.	1,2 1,2 1,2 1,2		

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable criteria</u> .				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Equality Issues</b>	Able to recognise and act upon common forms of discrimination. Able to understand the issues for pupils' education in an urban, multi-cultural context and build this into service delivery processes.	1,2 1,2		
<b>Specialist Knowledge</b>	In-depth knowledge of how pupils learn. Demonstrable knowledge of EYFS Curriculum. Some knowledge of policies and procedures in areas such as child protection and behaviour management.	1,2 1,2,5 1,2		1,2
<b>Education and Training</b>	NNEB or BTEC or NVQ level 3 in childcare or equivalent qualification. Commitment to further job related training.	4 1,2	First Aid Certificate Further relevant studies. Willingness to undertake specific and case related training to meet health and educational needs of named individual pupils.	1,2 1,2 1,2
<b>Other Requirements</b>	Willing to be flexible in scheduling where/when work will take place between home/school/other environments.	1,2		

( 1 = Application Form   2 = Interview   3 = Test   4 = Proof of Qualification   5 = Practical Exercise )

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).

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