

# Polehampton CE Infant School Polehampton CE Junior School

Let your light shine (Matthew 5:16)

Gratitude - Friendship - Perseverance - Forgiveness - Honesty - Compassion

<b>Job title</b>	Early Years Educator (EYE)	<b>Employer</b>	The Keys Academy Trust
<b>Responsible to</b>	Class Teacher and Senior Management Team	<b>Grade/salary range</b>	Grade 4, SP 7-11
<b>Employment status</b>	Permanent Term time only	<b>Hours of work</b>	35 hours per week (including 30 minute lunch cover). 30 minutes unpaid lunch break.

<b>Scope</b>		
Financial Accountabilities	NO	
<ul style="list-style-type: none"> <li>• Budgets directly controlled</li> </ul>	NO	
<ul style="list-style-type: none"> <li>• Budgets monitored on day-to-day basis</li> </ul>	NO	
Responsibility for staff	NO	
Management of Physical Assets	NO	

## Safeguarding statement

We take our safeguarding responsibilities very seriously, and we work hard to make sure our school has effective safeguarding systems in place. We expect everyone working in the school to share a common objective to help keep children and young people safe by contributing to the following:

- Providing a safe environment for children and young people to learn in.
- Identifying children and young people who are likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.
- Undertaking regular training to keep up-to-date with current legislation.

## Job Description

Note: The term 'parents' in this job description should be read as 'parents, carers and guardians'.

### Main job purpose

Early Years Educators (EYEs) are an essential part of the school community. EYEs are utilised as skilled professionals who make a real difference to the outcomes of the youngest children in our school community. The role requires EYEs to work under the guidance of excellent and knowledgeable teaching staff, providing learning support to individuals and groups that enable access to learning for all children. They must also take ownership and initiative to move on the learning of children and support children's' needs.

Overview:

- To provide a high standard of physical, emotional, social and intellectual care for children in the setting.
- To work as part of a team to provide an enabling environment in which all individual children can play, develop and learn.
- To ensure the health and safety of EYFS children during the lunch break

In detail:

- To facilitate learning by supporting the needs of individual children, small groups of children and the class as a whole, in accordance with school policy and government initiatives in the pursuit of high standards of children's' achievement.

- To work with class teachers to support children's development.
- To promote children's independence, self-esteem and social inclusion.
- To provide general support to the teacher in the management of individual children, groups of children and the room.
- To work with children in the nursery to provide physical/general care and assist with their development, under the direct instruction of teaching staff.
- To take responsibility for maintaining agreed areas of a well-resourced, attractive learning environment.
- To plan and deliver learning activities to groups and individuals.
- To observe and assess children to plan for next steps in their learning and contributing to child records.
- To build and maintain strong partnerships with parents to enable children's needs to be met effectively.
- To read, understand and adhere to all policies and procedures relevant to your role and the safe running of the setting, including safeguarding and confidentiality.
- To be flexible within working practices of the setting, undertaking other duties where needed, such as domestic tasks, preparation of snack meals, cleansing of equipment, first aid, personal care etc.
- To attend, where appropriate, staff training, after school meetings and educational trips.

## **Learning and development**

- Demonstrate an informed and efficient approach to learning and development by adopting relevant strategies to support the work of the teacher and ensure good development for all children including, where appropriate, those with special educational needs and disabilities (SEND).
- Promote, support and facilitate inclusion by encouraging participation of all children in learning and enrichment activities.
- Support the teaching of a broad and balanced curriculum aimed at children achieving their full potential in all areas of learning.
- Effectively use a range of strategies to support development
- Adapt and customise curriculum materials.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Organise and manage space and resources to help maintain a tidy, stimulating and safe learning environment.
- Observe children and pass observations on to the class teacher, including written records of these observations.
- Assist with the development and implementation of individual education/behaviour plans and personal care programmes, and provide specific curriculum/developmental support.
- Under guidance from the teacher, play an active role in marking and feedback, both verbal and written, referring to and following the marking policy.
- Create and maintain a purposeful, orderly and supportive environment in accordance with plans. Prepare, maintain and use equipment/resources/displays.
- Supervise a class if the teacher is temporarily unavailable.
- Utilise technology to supplement children's learning.
- Undertake any other relevant duties given by the class teacher.

## **Monitoring, assessing, recording and reporting**

- To assess how well development is progressing and use this to adapt practice.
- To provide feedback for children and set targets together for progress.
- To assess and record children's progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses and inform planning.
- To keep up to date Learning Journeys on each child, monitor children's progress and evaluate progress and performance.
- To liaise effectively with parents, giving feedback and encouraging parents to support their children at home.

## **Working with staff, parents and relevant professionals**

- Liaise with parents to discuss routine issues concerning children.
- Communicate effectively with other staff members and children, and with parents and carers under the direction of the class teacher.
- Communicate knowledge and understanding of children 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 children's development, as directed by teachers.
- With the class teacher, keep other professionals accurately informed of development, or concerns about the children you work with.
- Understand their role in order to be able to work collaboratively with teachers and other colleagues.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Support and maintain collaborative, productive working relationships with school staff and professionals from external agencies.
- Develop effective professional relationships with colleagues.
- To maintain strict confidentiality regarding child/school matters.

## **Providing pastoral support**

- Be responsible for ensuring that the school's Safeguarding and Child Protection Policy is adhered to and concerns are raised in accordance with this policy.
- Promote inclusion, establish constructive relationships with children and interact with them according to their individual needs.
- Support the emotional wellbeing and mental health of children.
- Provide for the children's welfare/personal care both individually and in groups, and ensure their safety. This could include the administration of medicines to children.
- Promote all children's resilience.
- Safeguard the welfare of all children.
- For children with SEN and/or disabilities, act as a 'champion' and be an advocate for these children and help them access all elements of EYFS life.

## **Health and safety**

- Promote the safety and wellbeing of children, and help to safeguard children's wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy.
- Look after children who are upset or have had accidents/injuries/are unwell.
- To be familiar with the school's policies, particularly on Health & Safety, Safeguarding, First Aid and the administration of medicines.
- Administer basic first aid and/or lunchtime/break time playground supervision as required.

## **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.
- Attend staff training, after school meetings, school educational trips and special occasions in the school's annual calendar (where relevant to EYFS)
- Take responsibility in developing own continuing professional development.

## **Supporting the wider work of the school**

- Safeguard the welfare of all children and staff.

- Provide advice and guidance to staff, children and others. This includes liaising with parents, where appropriate.
- Actively support the school's and Trust's equal opportunity policies, and ensure that all children have equal access to opportunities to learn and develop.
- Support the school's strategic goals.
- Contribute to, and model, the school's vision, values, learning styles, leadership styles and ethos.
- Set a good example in terms of dress, punctuality and attendance.
- Comply with any other duties that reasonably fall within the purview of the post which may be allocated after consultation with the post holder.

## Person Specification

Personal qualities and attributes:

- To model the school values and vision as we continue to establish ourselves as a newly opened nursery.
- To be creative, warm, engaging and transparent.
- To be well organised, calm and positive.
- To be able to quickly engage and build appropriate relationships with children.
- To have high levels of emotional literacy.
- To be dependable and reliable.
- To be willing to go the extra mile, have high levels of stamina, energy and determination.
- To be an effective team member and a model of professionalism.
- To be flexible, able to respond quickly to changes and think on your feet.

<b>Qualifications and Training</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Maths and English skills, appropriate to the age range (at least Grade 4 / C).	X		A/C
NVQ3 or similar qualification.		X	A/C
SEND training or experience.		X	A/C
Any additional training/experience related to recent Teaching Assistant work.		X	A/C
Knowledge of basic first aid, or willingness to learn.	X		A/C
<b>Competence Summary</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
<b>Skills / abilities</b>			
Knowledge of the National Curriculum and Early Years Foundation Stage	X		A/I/R
Experience of working with, or caring for, children of relevant age.	X		A/I/R
Good questioning skills.	X		A/I/R
Good observation and assessment skills.	X		A/I/R
Excellent communication and interpersonal skills.	X		A/I/R
Maintain confidentiality at all times.	X		A/I/R
An ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.	X		A/I/R
Possess relevant skills to undertake general clerical/administrative tasks to support teachers.	X		A/I/R
Ability and confidence to plan for (with support), deliver and evaluate interventions for individuals or groups.		X	A/I/R
Understanding of the wider community and willingness to engage with out-of-school activities (e.g. school fayres).	X		A/I/R
Ability to guide children through their learning, focusing on skills learnt rather than work completed.	X		A/I/R
Possess relevant skills to undertake general clerical/administrative tasks to support teachers.	X		A/I/R
Ability to cope with personal hygiene needs and respond sensitively to children's needs.	X		A/I/R

Ability to use basic technology, e.g. iPad, camera, photocopier, video recorder, computer.	X		A/I/R
<b>Skills / abilities (for HLTAs)</b>			
Understanding of effective teaching methods	X		A/I/R
Knowledge of how to successfully lead learning activities for a group or class of children	X		A/I/R
Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	X		A/I/R
Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice	X		A/I/R
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Experience working in a school environment or other educational setting.	X		A/I
Experience working with children / young people with additional needs (e.g. special educational needs (SEN) and disabilities, behavioural needs, mental health needs).		X	A/I
At least 1 or 2 years' experience of working with primary-age children.		X	A/I
Previous TA or teaching experience.		X	A/I/R
<b>Personal qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>MOA</b>
Ability to work constructively as part of a team.	X		A/I/R
Ability to relate well to adults and children, respond sensitively and flexibly to competing demands from children.	X		A/I/R
Calm under pressure, adaptable and energetic.	X		A/I/R
A kind, warm and caring person.	X		A/I/R
A good listener and sensitive to children's needs.	X		A/I/R
A sense of responsibility and purpose.	X		A/I/R
Positive behaviour management.	X		A/I/R
A good sense of humour and a positive outlook on life and challenges.	X		A/I/R
Capacity to inspire, motivate and challenge children and young people	X		A/I/R
<b>Work-related Personal Requirements</b>	<b>Essential</b>		
Committed to equality of opportunity.	X		A/I/R
<b>Other Work Requirements</b>	<b>Essential</b>		
Suitability to work with children.	X		A/I/R
Participate in training and development activities.	X		A/I/R
Flexibility to accommodate educational trips (may include residential).	X		A/I/R
Interest in becoming a teacher.		X	A/I/R

Key: MOA=Method of Application, A=Application, I=Interview and assessment, R=Reference, C=Certificate