



**Priory Primary School**  
**Job Description and Person Specification**  
**Early Years Educator Level 3 or 4**

**Job details**

**Job title:** Early Years Educator Level 3 or 4

**Salary:** Dependent on qualifications and experience – minimum NJC Level 3A pt 5

**Hours:** 22 hrs per week minimum

Core hours: 8.15am – 12.15pm; internal and external meetings, Professional Study Groups and CPD may be scheduled outside of these hours for which overtime is available

**Contract type:** Permanent; term time only plus 5 training days

**Reporting to:** Early Years Leader and Head Teacher

**Main purpose**

**This post is to co-lead the teaching of our Nursery Class, and as such requires all the skills, energy and enthusiasm of an experienced early years' educator.**

The role will also involve leading on our partnership with parents / carers.

**Duties and responsibilities**

**Teaching**

- Plan and deliver well-structured sessions, following the school's nursery plans, but bringing a personal and creative flair to take advantage of spontaneous opportunities
- Assess, monitor, record and report on the learning needs, progress and achievements of all pupils, providing accurate data to the Early Years Lead
- Ensure that pupils' individual progress and learning needs are sensitively handled, adapting experiences to their strengths and needs
- Demonstrate good subject and EYFS curriculum knowledge
- Liaise with and support parents and carers, to ensure they are well informed about their child's progress

**Whole-school organisation, strategy and development**

- Provide high quality care for all children, and daily routines, to provide the foundations on which their learning can build
- Act as the keyworker for a group of children

- Share and promote the school ethos, working within the whole school team to the benefit of our pupils
- Make a positive contribution to the wider life and ethos of the school
- Provide nurture and well-being support, and deliver targeted interventions under the guidance of the school's Inclusion Lead / SENDCo

### **Health, safety and discipline**

- Promote the safety and wellbeing of pupils
- Contribute to the administration of First Aid when required, and maintain accurate records
- Maintain calm and discipline among pupils, managing behaviour in an age-appropriate manner in line with the school's behaviour policy, to promote behaviour for learning and a safe environment
- Adhere to the *Statutory Framework for the Early Years Foundation Stage*, to *Keeping Children Safe in Education* and to the school's Child Protection & Safeguarding Policy

### **Professional development**

- Keep up to date with local and national policy / legislation in relation to Early Years education and care
- Take part in further training and development in order to improve own practice

### **Communication**

- Create an atmosphere of trust and co-operation between home and school by working and effectively communicating with pupils, parents and carers
- Develop simple but effective communication & participation activities to involve parents / carers in their child's learning, with particular attention to those with English as an Additional Language
- Work with colleagues to provide an annual report to parents and attend parent meetings as required
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective and respectful professional relationships with colleagues

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Maintain confidentiality at all times in respect of Data Protection, school-related matters and to prevent disclosure of confidential and sensitive information

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks. The postholder may be required to do other professional duties, as directed by the headteacher.

## Person specification

Requirements	Essential & Desirable specifications
<b>Qualifications and experience</b>	<p><b>ESSENTIAL</b></p> <ul style="list-style-type: none"> <li>• Early Years Educator Level 3 <i>or equivalent</i></li> <li>• English and Maths GCSE</li> <li>• Recent, sustained, practical experience in Early Years education</li> </ul> <p><b>DESIRABLE</b></p> <ul style="list-style-type: none"> <li>• Early Years Educator Level 4 <i>or equivalent</i></li> <li>• Experience of working with EAL and New to English pupils</li> <li>• Experience of working with colleagues in the early identification of additional needs</li> </ul>
<b>Skills and knowledge</b>	<p><b>ESSENTIAL</b></p> <ul style="list-style-type: none"> <li>• Sound knowledge of the EYFS Curriculum and Development Matters</li> <li>• Knowledge of effective teaching and learning strategies</li> <li>• A good understanding of how children learn, especially in early concepts and skills</li> <li>• Proven ability to understand the barriers to learning that pupils may face and to adapt teaching to meet pupils' needs</li> <li>• Ability to build effective working relationships with pupils &amp; parents</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Knowledge of effective behaviour management strategies</li> <li>• Track record of effective record keeping, including an online learning journey or similar tool</li> <li>• Good ICT skills, particularly using ICT to support learning and communication with parents / carers</li> </ul> <p><b>DESIRABLE</b></p> <ul style="list-style-type: none"> <li>• Recent relevant training in Communication and Language teaching and/or Speech and Language Difficulties</li> <li>• Experience teaching early Phonics using an SSP programme (phase 1 &amp; 2)</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• High expectations for children's attainment and progress</li> <li>• Ability to remain calm, positive and effective under pressure and to prioritise workload</li> <li>• Patience and good humour</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> </ul>