

Job Description

| Job Details | |
|-----------------------------------|---|
| School Name | |
| Job Title | Early Years Educator Level 2 |
| Grade | Grade B |
| Primary Purpose of Job | To work with and supervise individuals and groups of children under the direction/instruction of senior management staff, inclusive of specific individual learning needs, enabling access to learning for all children and assistance and support for behaviour. |
| Responsible to | Head Teacher / Daycare Manager |
| Responsible for | Not applicable. |
| Principal Responsibilities | To support the development and Learning of children in line with the Statutory Framework for the Early Years Foundation Stage. To support staff to develop their skills and expertise. |

| Main Duties | |
|-------------|---|
| 1. | Support for the Pupil Establish good working relationships with children, acting as a role model. |
| 2. | Be aware of and respond appropriately to individual children needs ensuring effective interaction. |
| 3. | Act as a Key worker for a group of children. |
| 4. | Promote inclusion and acceptance of all pupils. |
| 5. | Develop children's physical, language, social and creative skills in line with the Early Years Foundation Stage. |
| 6. | Encourage pupils to interact with others and engage in activities led by Teachers or Senior Staff. |
| 7. | Promote self-esteem and independence. |
| 8. | Maintain a high quality learning environment and plan experiences and opportunities to help all children learn and develop. |
| 9. | Support children during lunchtimes, both inside and outside school. |
| 10. | Support for other staff Provide minimal clerical or administration support e.g. photocopying, typing, filing, collecting money etc. |
| 11. | Assist with the display of children's work. |
| 12. | Help prepare the classroom and outdoor areas, as directed, for lessons and activities; and clear away afterwards. |

| Main Duties | |
|--------------------|---|
| 13. | Report children's achievements, progress and issues as appropriate in agreed format. |
| 14. | Undertake record keeping and assessment for children. |
| 15. | Promote positive behaviour, supporting children to understand and manage their feelings. |
| 16. | Manage children's behaviour in line with school policy and ensure reports are made in agreed school format. |
| 17. | Establish constructive relationships with parents and carers; gather and report basic information to or from parents and carers as directed. |
| 18. | Help prepare the children's snacks and clear away afterwards. |
| 19. | Help ensure that staffing ratios are maintained at all times in line with the schools guidelines and statutory requirements. |
| 20. | Help support children during lunchtime sessions, during the eating of lunches and outside afterwards. |
| 21. | Support for the curriculum Prepare and maintain equipment and resources as directed. |
| 22. | Support and assist children in the use of appropriate resources. |
| 23. | Support children in activities and learning programmes, taking into account children's learning, age and stage of development. |
| 24. | Differentiate plans and activities for children learning at different levels. |
| 25. | Support for the school Be aware of and comply with school policies and procedures relating to Child protection and Safeguarding, Health and Safety, Security, Confidentiality and Data Protection and report all concerns to the appropriate person named in the relevant policy. |
| 26. | Contribute to the school ethos, aims and development or improvement plans. |
| 27. | Appreciate and support the role of other professionals. |
| 28. | Attend relevant meetings as required. |
| 29. | Participate in training and other learning activities as required. |
| 30. | Assist with the supervision of pupils out of directed lesson time, including wrap-around care and holiday clubs (if appropriate) and within working hours. |
| 31. | Accompany teaching staff and pupils on visits, trips and out of school activities as required. |

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school.

| Version Control | |
|-------------------------------------|-----------------|
| Job Description prepared by: | School's HR |
| Job Description updated: | 01 October 2018 |

Person Specification

| Job Details | |
|--------------------|-------------------------------------|
| School Name | Grosvenor Nursery School & Day Care |
| Job Title | Early Years Educator Level 2 |
| Grade | Grade B |

Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

| Skills and Knowledge | | Method of Assessment |
|----------------------|---|------------------------------|
| 1. | Ability to work effectively within a team environment, understanding classroom roles and responsibilities. | Application Form / Interview |
| 2. | Ability to build effective working relationships with children and colleagues. | Application Form / Interview |
| 3. | Ability to promote a positive ethos and role model positive attributes. | Application Form / Interview |
| 4. | Good verbal and written communication skills. | Application Form / Interview |
| 5. | Good literacy, numeracy and ICT skills. | Application Form / Interview |
| 6. | Awareness and understanding of the statutory and learning requirements of the Early Years Foundation Stage. | Application Form / Interview |
| 7. | Knowledge of how effective learning can be planned for and assessed in reference to the Early Years Foundation Stage. | Application Form / Interview |
| 8. | General awareness of inclusion, especially within a school setting. | Application Form / Interview |
| 9. | A sound practical knowledge of child development. | Application Form / Interview |
| 10. | The ability to plan activities at differentiated levels. | Application Form / Interview |
| 11. | The ability to observe children and keep up to date records and assessments. | Application Form / Interview |
| 12. | Knowledge of child protection protocols and Framework for Action. | Application Form / Interview |
| 13. | Knowledge of Health and Safety requirements. | Application Form / Interview |
| 14. | Experience of working with or caring for children within specified age ranges. | Application Form / Interview |

| Skills and Knowledge | | Method of Assessment |
|-----------------------------|--|-----------------------------|
| 15. Competencies | Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document. | Interview |

| Experience, Qualifications and Training | | Method of Assessment |
|--|--|--------------------------------|
| 1. | A full relevant NVQ Level 3 qualification, or equivalent. | Application Form / Certificate |
| 2. | Previous experience of working with children under the age of 5. | Application Form |
| 3. | Willingness to participate in relevant training and development opportunities. | Application Form / Interview |

| Work Related Circumstances | | Method of Assessment |
|-----------------------------------|--|--------------------------------|
| 1. | High expectations of all children; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements. | Interview |
| 2. | Ability to build and maintain successful relationships with children, treat them consistently, with respect and consideration and demonstrate concern for their development as learners. | Application Form / Interview |
| 3. | Demonstrate the importance of a stimulating yet orderly learning environment for children and staff. | Application Form / Interview |
| 4. | Demonstrate and promote the positive values, attitudes and behaviour they expect from the children with whom they work. | Application Form / Interview |
| 5. | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice. | Application Form / Interview |
| 6. | Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning. | Application Form / Interview |
| 7. | Able to improve their own practice through observations, evaluations and discussion with colleagues. | Application Form / Interview |
| 8. | Commitment to continued professional development, training and attendance at staff meetings. | Application Form / Interview |
| 9. | This post is subject to an enhanced disclosure and a barred list check from the Disclosure and Barring Service. | Application Form / Certificate |

Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

| Skills and Knowledge | | Method of Assessment |
|-----------------------------|---|------------------------------|
| 1. | Experience of working with or caring for children under the age of 5 within an education setting. | Application Form / Interview |

| Experience, Qualifications and Training | | Method of Assessment |
|--|---|------------------------------|
| 1. | Willingness to undertake appointed person certificate in First Aid. | Application Form / Interview |

| Version Control | |
|--|-----------------|
| Person Specification prepared by: | School's HR |
| Person Specification updated: | 01 October 2018 |

Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.